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Book raps and raps

Book raps and raps hosted on the New South Wales Department of Education and Training's web site feature collaborative planning and units of work written by teachers.

These raps support literacy, the integration of ICT (information and communication technologies), and achievement of syllabus outcomes. The reflection sheets available could be used or adapted to support evidence based practice, to provide feedback on the difference made to student learning gains for particular syllabus outcomes.

Planned raps and book raps for 2002: update

To be advised:
- **Local community**. HSIE K-6.
- **Papunya School book of country and history**. Nominated for Picture Book of the Year and Information Book of the Year 2002.

Term Two:
- **Through Australian eyes**. Stage 6 English ESL (Area of study). Now starts Week 6.

Term Three:
- **Book Week: the Early Childhood books**. Stage 2 English
- **Matthew Flinders: the ultimate voyage**. Stage 4 Science (scientific expedition and web challenge)

Term Four:
- **Only the heart**. Stage 6 English ESL (Area of study).
- **Harry Potter**. Stage 3 English & Stage 4 English (includes WebQuest).

Advanced notice:
Term One, 2003:
- **Brave new world** and **Blade runner**. Stage 6 English Advanced (Comparative study of texts and context).

The raps and book raps are jointly managed and supported by teams from Professional Support and Curriculum Directorate, including the Library and Information Literacy team, e-Learning unit, and relevant Key Learning Area (KLA) teams.

Raps and book raps can be viewed at:
www.schools.nsw.edu.au/schoollibraries/teaching/raps/

or go to **School libraries: empowering learning** at:
www.det.nsw.edu.au/schoollibraries (Click on **Teaching and learning** from this home page, and then select **Raps** or **Book raps** and then the rap of your choice). When visiting the site remember to hold down the **Shift** key and select **Refresh** or **Reload** from your browser to view the latest version of each web page.

The exact dates for the above and any additional raps will be advised in the **News** section of **School libraries: empowering learning.**

Vol 21 No 2 May 2002   Professional Support and Curriculum Directorate

From the editor

Scan's feature articles in this issue are part of an ongoing focus on the literacy demands of visual texts. Bill Spence and Matt Ottley suggest some exciting and stimulating ways to use picture books with students. Picture books are an excellent vehicle to introduce the "reading" of visual images, as the written text and visual images together are intended to convey a composer's messages. Bill and Matt's articles complement Simon Higgin's article on using visual texts to enhance storytelling (in the previous issue of *Scan*) and related articles over recent years, which have examined how student and professional composers of text can: visualise factual information; work with the new learning environments, such as CD-ROMs and Internet sites; and deconstruct and analyse the elements of web pages.

I hope you are able to try out some of the strategies suggested by Bill and Matt, and those presented in our other Teaching and learning articles. *Scan* is always interested to hear about your successes.

You may have noted a small change to our Reviews of Internet sites, in keeping with SCIS standards for the cataloguing of web pages. The title shown above each review is now the site's screen title, as used by SCIS. Where a web site has an alternative meta or bookmark title, this now follows the screen title in parentheses. Further information about the downloading of Internet site catalogue records from *SCISWeb* into *OASIS Library*, and how to search for web site records on the *SCIS OPAC*, can be found in previous issues of *Scan*. Please refer to the articles by Doug Jenkins (vol 20 no 2, pp 30-32) and Anne Dowling (vol 20 no 4, pp 34-35).

The announcement of the shortlisted nominations for the Children's Book Council of Australia Awards is a reminder that Book Week 2002 is approaching. In this issue, you will find our annual annotated guide to the shortlist. This directs you to print reviews of the 2002 shortlisted books from past, current and future issues of *Scan*. Some of our readers would have already discovered a compilation of these reviews online, updated as each new review comes to hand, at *School libraries: empowering learning*. Go to www.det.nsw.edu.au/schoollibraries and from the home page follow the path: Teaching and learning, then Book Week, then Book Week 2002. Please remember to refresh your browser to view the latest information.

Other changes to *School libraries: empowering learning* include updates to FAQs (frequently asked questions), and new information to complement the print version of *Scan*, including abstracts of *Scan* articles in Contents: current issues and Contents: past issues. A section under Hot topics in *Scan* focuses on Using ICT in teaching and learning. Hopefully you will find these online resources to be useful for locating *Scan* information, particularly when you are not sure in which back issue to search.

Also revised is the online material within Research columns, which includes updated Guidelines for authors and a 150 word précis for every research article. These précis are searchable via the Edit, Find in page tool of your web browser, and many of them have hyperlinks to "whole of text" articles. All of Ross Todd's past Abstracts of recent research have been uploaded, and are newly reorganised into topic categories. Go to www.det.nsw.edu.au/schoollibraries and click on Scan, then Research columns.

Ian McLean

Currents

Colleen Foley is Manager SCIS/Scan, Library and Information Literacy

We continue to meet exciting challenges. It has been inspiring to visit a number of District teacher-librarian network meetings and conferences, share visions and significant achievements as we strive to make a difference to student learning. We have seen the research reported by Ross Todd confirming the strength and contribution of our teaching partnerships to student learning. Thank you all for your feedback and suggestions. They are always welcome so feel free to contact me any time on 02 9886 7488 or colleen.foley@det.nsw.edu.au

Teaching and learning

We now have two raps live: *Jeffrey*, a road safety PDHPE book rap for Stage 1 students; and the *Matthew Flinders: Fiery or friendly* rap for Stage 3 English. If you are not participating, feel free to visit the site and see the support material available, including the WebQuest accompanying the Flinders rap. You could implement this WebQuest at any time. Checking the Archives of student email will show the wonderful learning taking place. The raps are opportunities to support literacy, the integration of ICT (information and communication technologies), and achievement of outcomes across a range of key learning areas.

There have been some adjustments to the rap schedule for 2002. The updated list of raps and book raps is on the inside cover of this issue of *Scan*. The exact dates for the above and any additional raps will be advised in the News section of *School libraries: empowering learning* at: www.det.nsw.edu.au/schoollibraries

QTP 3.8 Linking syllabus outcomes and information skills: an online course

Following evaluation of the pilot in 2001, this engaging Quality Teacher Project is again being offered. Two courses are available:

- Teaching for outcomes: information skills in Biology Stage 6
- Teaching for outcomes: information skills in PDHPE K-6.

The courses are designed for a teacher-librarian and a teacher from a school working together. Each school based partnership is able to investigate ways in which some of the outcomes in Stage 6 Biology or PDHPE K-6 can be achieved using an information skills approach. You are part of a larger group, with partnerships from other schools, enabling online discussion and information sharing as the course progresses. If you would like more information, or are interested in participating in this outstanding opportunity, please do not hesitate to contact 02 9886 7488 or colleen.foley@det.nsw.edu.au

It is worth visiting the *Board of Studies NSW Australia* web site at www. boardofstudies.nsw.edu.au to check news on syllabus development and related issues. Information about The K-10 Curriculum Framework Report and updates on the Years 7-10 syllabus revision are among the important news. The Masters Review of the New Higher School Certificate is available. The recommendations are helpful for guiding us in support we can collaborate on with teachers in our schools.

Evidence based practice

The exciting work of Ross Todd on evidence based practice continues. Teachers and teacher-librarians can use evidence based practice to inform themselves and their learning community about the difference we make to student learning.

In this issue comes the second of a two part paper by Ross, offering further insight and challenge, and two brief focuses on evidence based practice, from primary and secondary perspectives. The reports offer positive examples of approaches to evidence based practice, how simple it can be to implement effectively into best practice, and how powerful such an approach is in articulating explicit learning gains in relation to specific outcomes.

We look forward to sharing further examples in future issues of *Scan* to build the picture of the diverse possibilities of how we can make a difference to students achieving syllabus outcomes.

Please refer to the flyers inserted in this issue for a survey related to evidence based practice. This survey forms part of a large scale international study being undertaken by Dr Ross Todd and Dr Carol Kuhlthau of the Center for International Scholarship in School Libraries (CISSL) at Rutgers, The State University of New Jersey, USA. This study, which focuses on evidence based practice, aims to increase our understanding of the difference that collaboration between teacher-librarian and teachers makes to student learning.

Completing this survey enables you to contribute to and inform valuable research in this area so please take time to read and complete it - and be part of the action in this area!

A little later this year we will host a virtual conference on evidence based practice in the Teaching and learning section of our *School libraries: empowering learning* web site at: www.det.nsw.edu.au/schoollibraries

OASIS Library training

Information about *OASIS Library* training for 2002 will be advised in the News section of the web site. One day introductory courses will commence in the second half of Term Two. ■

Mass media texts, such as television, film and video, and texts generated by computer technologies, including CD-ROMS, PowerPoint presentations and web pages for the Internet, are becoming the major sources of information and entertainment in our society. These texts have a predominantly visual form. Students need to be taught the skills and understandings that will enable them to "read" the messages contained in such visual texts.

In past issues of Scan, writers have focussed on:
- the literacy demands of visual texts (Callow, 2000a)
- visualising information through tables, flow diagrams, storyboards and icons (Moline, 2000)
- working with new learning environments (Zammit, 2000)
- deconstructing web pages (Callow, 2000b)
- using visual texts to enhance storytelling (Higgins, 2002).

The literacy demands of visual text:
Reading the pictures
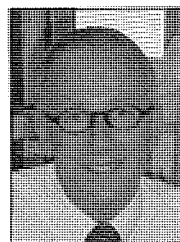
In this article, **Bill Spence**, Principal Education Officer, Literacy, looks at a language that teachers, teacher-librarians and students can use to deconstruct visual images. Following Bill's article, picture book author and illustrator, **Matt Ottley**, describes the process of constructing meanings in some of his visual texts.

Texts do not just occur. They are constructed for specific purposes by composers, such as writers, illustrators, directors and designers, who often have specific messages that they want to relay to their readers or viewers. These composers might want to entertain, persuade, or inform. They choose what words and visual information they think will suit their purpose. Readers and viewers need to understand this so that they can interact with the text from their own perspective.

Picture books are an excellent vehicle to introduce the "reading" of visual images. In successful picture books, the written text and visual images work together to convey the composer's messages.

Currently teachers and students have a common language to discuss writing and how meanings are constructed in written texts. This language includes areas of: text structure; grammar at whole text and sentence level; punctuation; and spelling, among others. Visual images can be analysed in much the same way, using different terms.

A language to discuss visual images

The following framework and questions can be used to support students to think about how meanings are constructed in visual images:

Objects
What objects are in the image and what do they make you think of? What objects are shown with the different characters and what does this imply about the characters and their personalities?

Colour
What are the main colours? Are different colours used for different characters? If so, what might this be suggesting about a character? Do any of the colours have a symbolic importance, eg. white for a hero?

Setting
In what setting is the action portrayed? Are the same types of characters shown in the same setting, eg. Dads outdoors and Mums indoors? What is the setting implying about the characters?

Clothing
What qualities in the characters are implied by the style and colours of the clothes they wear?

Position and angle of representation
How are the characters portrayed in relationship to each other? Is one always bigger, dwarfing the other, etc? Is any character drawn consistently from below, from above, or only from one side and, if so, what is this implying about them?

Light source
How dark or light are the pictures? Where is the light source coming from? How does the light source and light level shape the mood of the story?

The proforma opposite (Table 1) is an example of a planning sheet that can be used to foreground some of the main written and visual features of a text, in preparation for investigating them with students. ■

Book covers ©Matt Ottley. Reproduced with kind permission of Hodder Headline Australia.

References and further reading
Callow, J. 'Reading the future. Looking ahead: the future of visual literacy is here now', Scan 19(2), 2000a, pp 8-11.
Callow, J. 'Reading the future. The literacy demands of visual text: deconstructing a web page', Scan 19(3), 2000b, pp 15-16.
Higgins, S. 'Using visual texts to enhance storytelling', Scan 21(1), 2002, pp 4-7.
Moline, S. 'Visualising information', Scan 19(2), 2000, pp 12-16.
Ottley, M. 'Picture books: beneath the skin', Scan 21(2), 2002, pp x-x.
Zammit, K. 'Reading the future. The literacy demands of visual text: working with new learning environments' in Scan 19(3), 2000, pp 10-14.

Text: _____
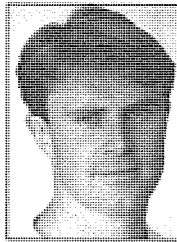
Composer: _____

	Written text
objects	
size	
setting	
colour	
direction	
position	
camera angle	
lighting	Visual text
non verbal features	
medium	

Table 1

Picture books: beneath the skin

Matt Ottley is an author, illustrator, and a composer of music. In this article, Matt writes about the deeper layers of reading he builds into his picture books.

Art from *What Faust saw* ©Matt Ottley, 1995. Reproduced with kind permission of Hodder Headline Australia.

My own journey into the world of picture books has been like a slowly opening flower. I believe that writers and illustrators are only now tentatively exploring the potential of the picture book as one of the most powerful modes of expression within our culture of literature. I also believe that the creators of any art form are, by and large, unaware of the overriding directions in the evolution of that art form.

For many years I have been vitally interested in the subject of the underlying themes and narratives of painters, which Vermeer, Rubens, Delacroix and Picasso, in particular, have expressed in their works. I am also intrigued by their uses of symbolism as a vehicle for carrying those themes.

A girl asleep on the web

To locate images of Vermeer's painting on the World Wide Web, try **Google image search** at:
http://images.google.com

From the home page, simply type "**girl AND asleep AND Vermeer**" to be directed to a range of web sites in which this painting is displayed or discussed. Time is required for teachers to determine the curriculum relevance and stage appropriateness of sites found in such a search.
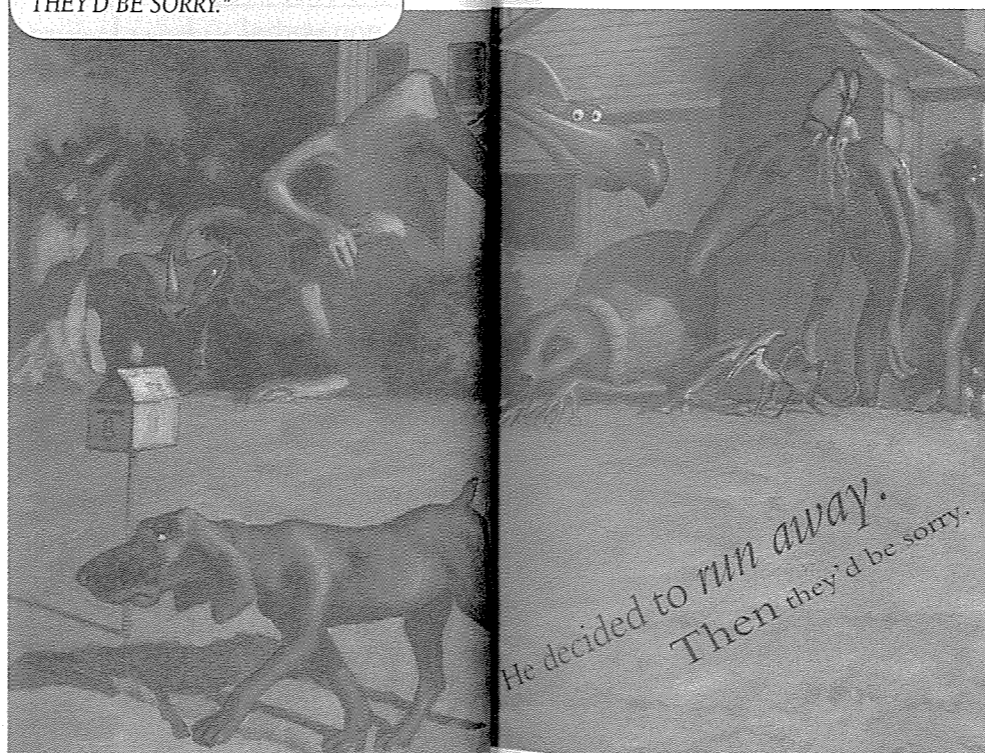
It occurred to me some years ago, while I was looking at a reproduction of a painting by the 17th century Dutch artist, Johannes Vermeer, that picture books could be the perfect forum for exploring symbolism. Perhaps because a picture book is a collection of many paintings, not just one single work, I was also interested to take that usage further into some unexplored realms. At the time, I was not conscious of any contributions I might be making to a study of how children read, or of the literacy demands of visual texts. While I am sure that other illustrators of children's picture books have arrived at this same place, they have no doubt come to it from different inspirations.

A multitude of meanings

That painting by Vermeer, entitled *A girl asleep*, is a marvelous work. To me, it is full of mystery! The girl is asleep at a table. What do the bowl of fruit and the vase before her mean? What, if any, is the significance of the dimly visible painting on the wall behind her? Most intriguing is the question of the girl being asleep. Was she a model who fell asleep through boredom and the artist decided to paint her as she was, or did the artist actually ask her to be asleep? I wonder this because of the open door behind her. When I look at this painting I feel like I am an intruder into the private life of this person. If she was awake, looking at me, I would feel uncomfortable about exploring the room around her. But she sleeps, so I'm invited to peer through the doorway behind her into the mystery of the room beyond, into the mystery of her life. The revelation of this painting is, for me, what picture books can be about: an exploration of life through the multitude of meanings that paintings offer.

My exploration of the sub textual aspect of children's picture books began consciously with *What Faust saw* (Ottley, 1995), about an imaginative dog who meets some aliens. I'm very grateful to Liz Seymour, who was the book's designer and who sparked an idea, which I took up and ran with, both in that book and its recent sequel.

Liz designed the text layouts of *What Faust saw* so that they would look like part of the pictures, hence the 'wobbly' writing featured in the book. With some fine tuning, the written text was moved around to fit into each picture so that the words and pictures could be read together in the conventional left to right, top to bottom, manner that written texts are intended to be read.

The 'reading' of the visual elements probably takes place subconsciously because the words and pictures are organised in this way. One example is story sequence at the point in the story where Faust is becoming a little annoyed at being thrown back inside the house by the strange alien visitors every time his human family put him outside (Ottley, 1995, pp 22-24).

If I rewrite this double page spread and its subsequent page entirely as written text, I can illustrate this aspect of 'reading' the pictures and words together. For this exercise I shall put the visual (unwritten) text in lower case lettering, and the existing written text from each page in capitals (*see below*).

(illus p 22) "One of the monsters had grabbed Faust by the leg and was pulling him away from his kennel. Faust clawed at the patio, but it was no good. He felt so hopeless... NOW FAUST WAS GETTING ANGRY. IT WASN'T HIS FAULT."

(illus p 23) "He managed to yank his foot free, and while the monsters all stood around and watched dumbly on, Faust trotted off towards the street. He was really grumpy... HE DECIDED TO RUN AWAY. THEN THEY'D BE SORRY."

(illus p 24) "Under a glaring moon, Faust made his way along the pavement... BUT HE WAS FOLLOWED... by all of the mysterious, silent creatures."
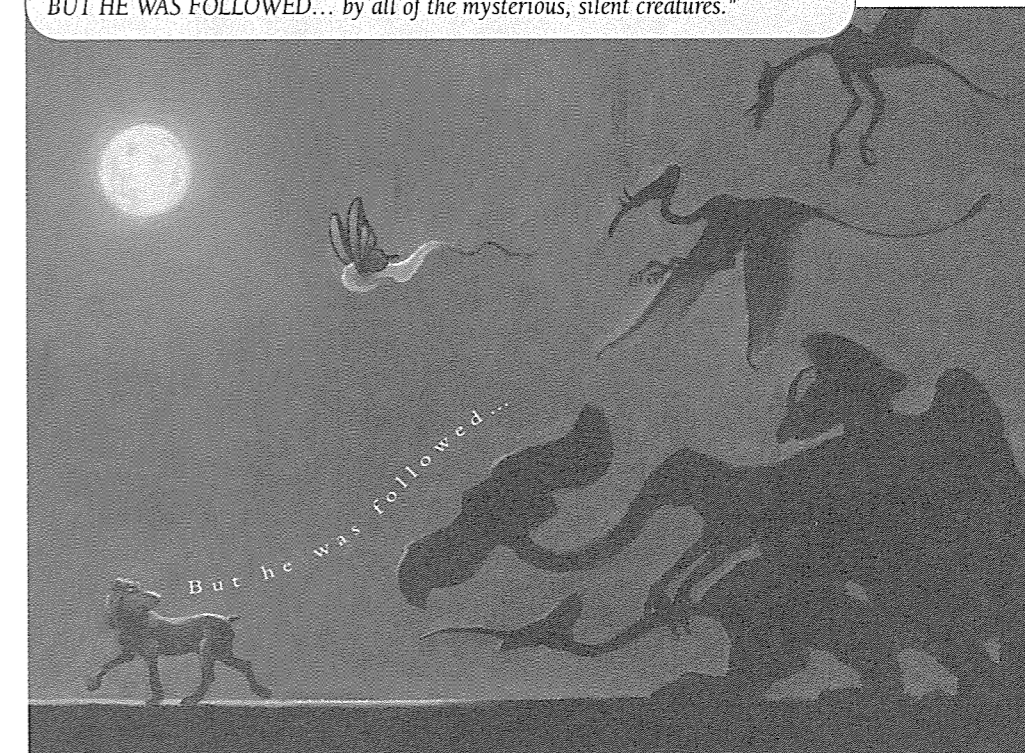
In the sequel to this book, *Faust's party* (Ottley, 2001), which was designed by ANTART, the written and visual texts work in the same way, but with a few more subtleties. For example, the text over the spreads in which Faust is having his ear bandaged (pp 22-23), and then in which the dogs and aliens are sitting at the dinner table (pp 24-25), makes immediate sense when read as a continuum: *"EVERYONE DECIDED TO CALM DOWN AND HAVE A NICE CUP OF TEA."*

With this sequence, I have tried to make the most of the joke of dogs and huge creatures sitting around the table in chairs made for human beings, by thrusting this image into the middle of the 'sentence':

All of this is a geographical approach, intended to encourage readers and viewers to take note of what is in the pictures through the careful placement of the written text (*see below and overleaf*).

> (illus pp 22-23 & 24-25) *"EVERYONE DECIDED TO CALM DOWN. Faust's sore ear needed immediate attention. Everybody, when they realised how sore it was, felt a bit sad for poor Faust. But then they all decided to sit around the table AND HAVE… A NICE CUP OF TEA."* (*Images continue overleaf.*)

> The extraordinary potential of picture books lies in the depth of subject matter that can be conveyed through the visuals.

Levels of meaning

Let me now move to the subject of the content of pictures. My feeling is that the extraordinary potential of picture books lies in the depth of subject matter that can be conveyed through the visuals. This is not to say that picture books *have* to operate on many levels.

For some readers, the illustrations need *only* mirror the text. This can be a wonderful aid to the journey of learning to read. The two *Faust* books can operate this way. At one level they are nothing more than lighthearted fantasy romps. Together however, they can also tell another story.
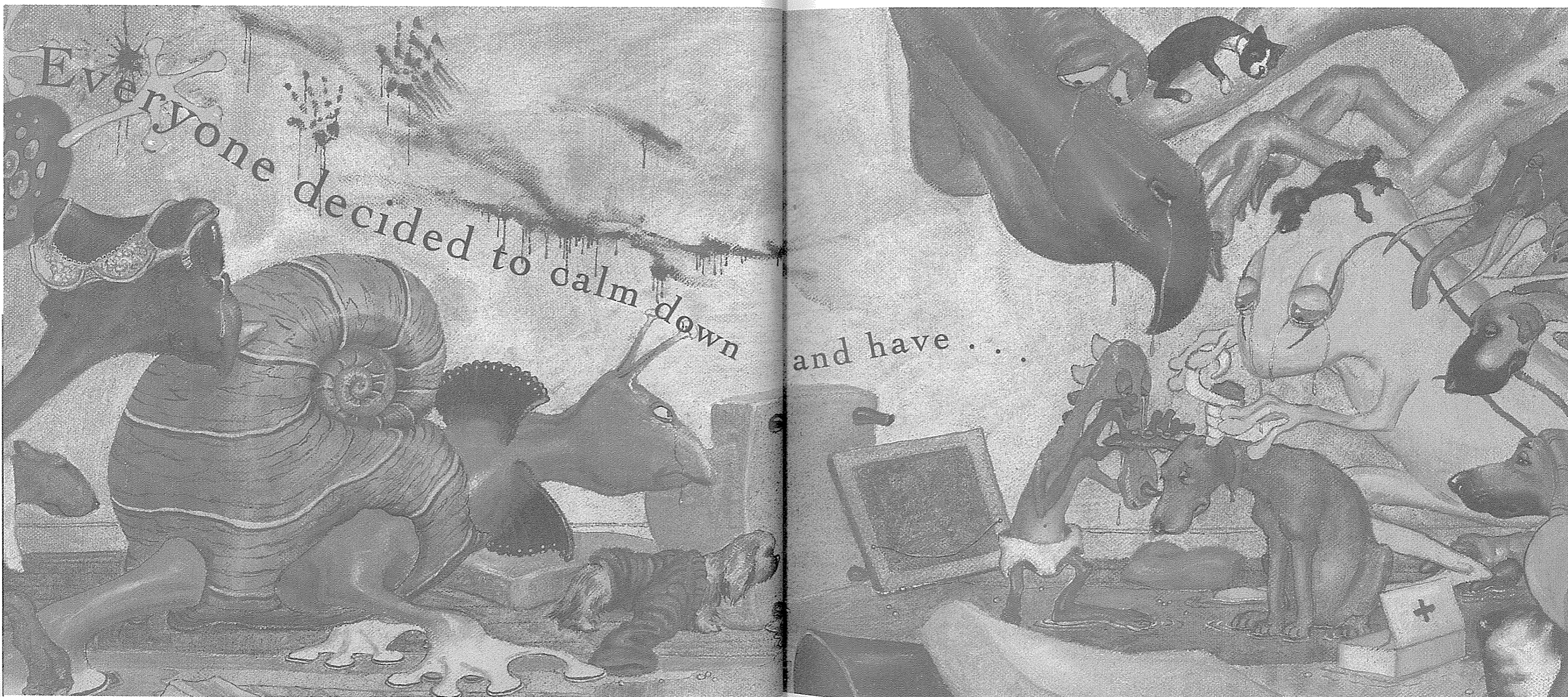
In *What Faust saw*, Faust is the child who experiences trauma and does not have the tools or the experiences to deal with that trauma. Faust does what we all do as we grow from children into adults: at the deeper emotional level, Faust 'goes back to sleep'. He decides simply to not deal with his 'monsters'.

In *Faust's party*, Faust is the adult who must now face the demons of his past. He discovers that the only way forward is to learn to love and to 'own' his monsters. As he sits on the lawn having a moonlit cup of tea with them, he realises that perhaps the monsters are not so powerful after all, that they need not be frightening, and that he can in fact live *with* them.

This is symbolism on a macro scale, where words and pictures work together in an allegorical way.

> (illus pp 22-23 & 24-25) *"EVERYONE DECIDED TO CALM DOWN. Faust's sore ear needed immediate attention. Everybody, when they realised how sore it was, felt a bit sad for poor Faust. But then they all decided to sit around the table AND HAVE… A NICE CUP OF TEA."*

Using motifs to express underlying themes

In some of my other books I have explored the use of motif, or sign posting as a means of alluding to narratives other than that of the superficial story, again as a means of expressing underlying themes.

In a recent Book rap conducted via *School libraries: empowering learning*, I similarly shared my notes for interpreting the influences, techniques, symbolism and themes in my book, *Luke's way of looking* (Wheatley & Ottley, 1999) with participating teachers and students.

See *Luke's way of looking: illustrator's notes* (2001) at *Luke's way of looking book rap* [website]:

www.schools.nsw.edu.au/appse/staff/F1.0/F1.8/teaching/luke/monotes401.htm

In *Mrs Millie's painting* (Ottley, 1997), I have alluded to a narrative in the subtext, which apparently has little connection with the superficial story. That narrative is the biblical story of *Noah's ark*.
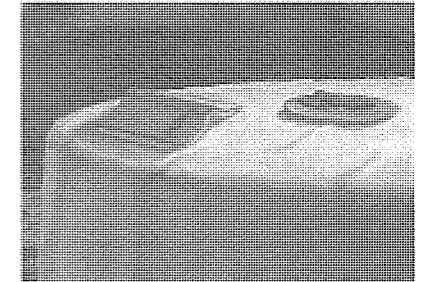
a nice cup of tea. But then…
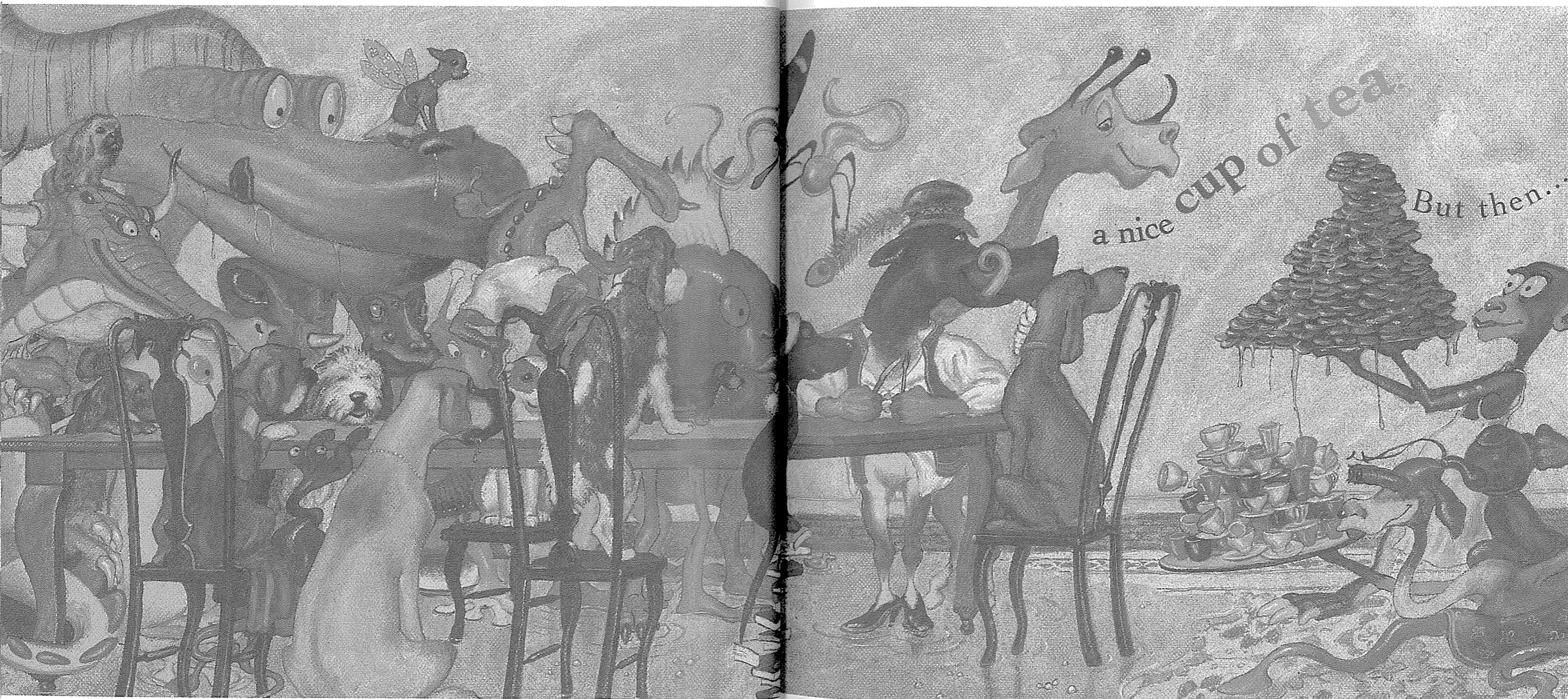
There are three motifs used throughout the book to do this:

- the dove, in this case a turtle necked dove
- the rainbow, which appears in the penultimate illustration
- a book, with the title *Noah*, which appears in four of the illustrations.

We first see the *Noah* book on page 9, face down on the table, and again on page 11, face down on the bed. It appears yet again on the table on page 13. Mrs Millie is obviously reading this book throughout the narrative.

When her painting comes to life during the night, the magical vine that grows from it takes pieces of household furniture with it as it twirls its way out of the window. At first this is obvious. On page 17 (*reproduced above right*), we see a chair caught up in the vine. It is in the foreground, bottom right hand corner of the illustration, the last place our eye will scan as we look at the page. I've shown this in an overt way in this picture so that, in later pages where it is less obvious, readers and viewers will be primed to search through the illustrations for the bits and pieces from the house.

Mrs Millie's painting is based upon what Joseph Campbell called "the world monomyth".

Hopefully, when readers get to the page where Mrs Millie is having a swim (the page that many students refer to as the 'bottom page' for obvious reasons, *right*), they will eventually see the *Noah* book hidden among the greenery. This illustration is thematically the most important spread in the book, as this is where all the sub textual themes coalesce.

Mrs Millie's painting is based upon what Joseph Campbell called "the world monomyth" (Campbell, 1988), or the basic story formula from which all story is derived. In summary, the
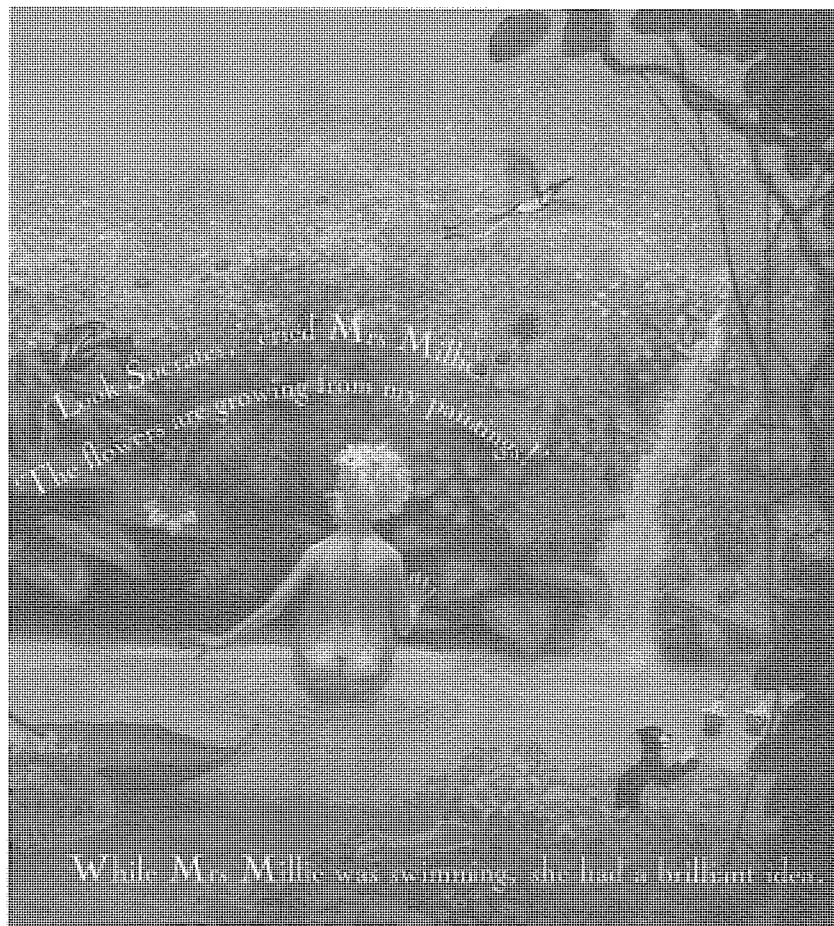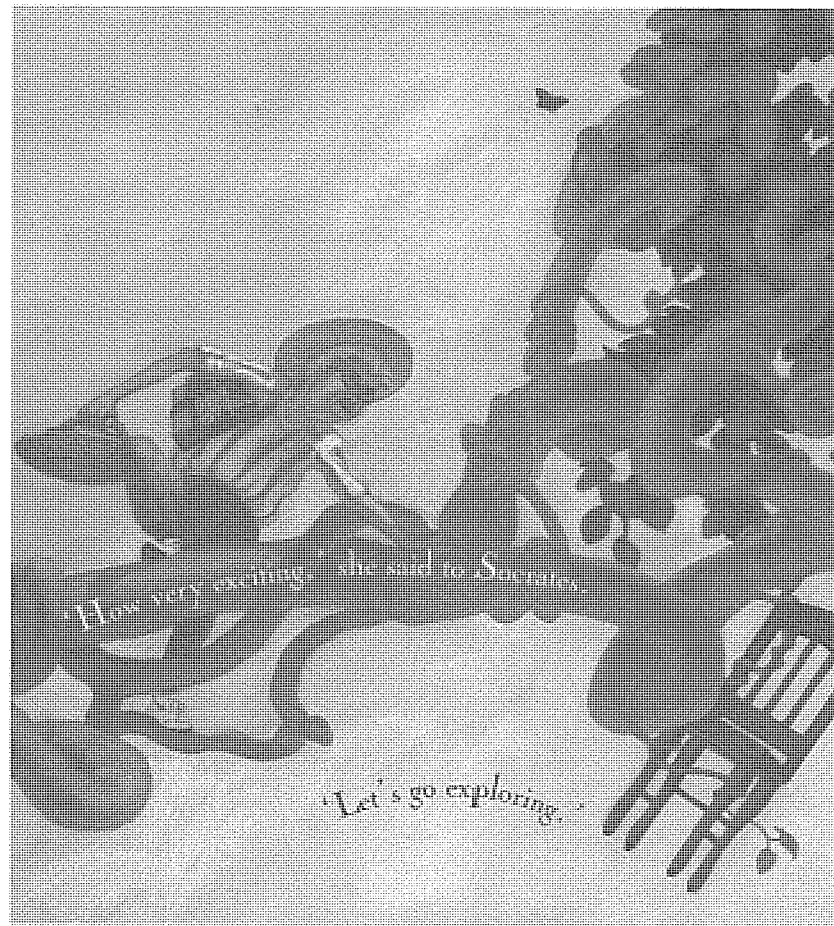
Art from Mrs Millie's painting ©Matt Ottley, 1997. Reproduced with kind permission of Hodder Headline Australia.

hero journeys to the spirit world, or some metaphorical version of it. After experiencing some kind of revelation, the hero journeys home with the gained wisdom of that experience.

Mrs Millie discovers, while she is in the pond, that the most beautiful flowers in this strange world she has entered have, in fact, grown from her own paintings, which the vine has also collected during its growth. That is why she has to be naked. She is seeing how beautiful is her own creativity; perhaps for the very first time, Mrs Millie is being confronted by her true naked self.

Mrs Millie's painting is a book about acceptance and tolerance of difference. That is why, in the penultimate illustration, Mrs Millie's flowers have grown to cover the whole neighbourhood. Her winning the flower show is symbolic of both the community's acceptance of her, and her own acceptance of herself. She is now winning at life. Her being allowed to be expressive of herself is symbolised by her flowers growing to cover the whole community. Therein lies the connection to the *Noah* story. Perhaps the covenant, the promise that the deluge will not happen again, as symbolised by the rainbow, and peace, represented by the dove, will only come when we can really, truly accept and embrace each other's differences.

Media and *texture* can also be vitally important in creating the moods in which deeper themes can be couched.

Media and texture in visual texts

The focus of this article, so far, has been on my use of *objects* as symbols, but *media* and *texture* can also be vitally important in creating the moods in which deeper themes can be couched. One method I have developed for gaining insight into the work of other authors and illustrators encompasses these three aspects of visual literacy. The table (*above right*) summarises this methodology:

Feeling state

Is a mood being created to reflect the dominant story and/or deeper themes?

Signposting

Are there elements in the pictures that can be taken as being symbolic of something?

Are there motifs that create a metaphor for something other than that which is being superficially portrayed?

Media

Texture

Object

My first port of call is always how the book makes me feel. I then look for obvious signposts, or motifs, that will indicate that there is something the artist wishes me to think about. Both the feeling state and signposting can be expressed through:

1. *Media*: Are the illustrations executed in watercolours, pen and ink, etc, and does this have a bearing on any themes that might be expressed in the book?

2. *Texture*: Does, for example, a gnarled tree painted with a gnarled texture, reflect a character in the story, and does that texture appear anywhere else? If so could this mean anything?

3. *Objects within the pictures*: Are there motifs, symbols, telling me that there is some other narrative being alluded to other than the superficial story?

For me, picture books are to literature what opera is to music. Opera is not really music and it is not really theatre. Opera is something in between. Picture books, similarly, are not really literature, and not really visual arts. They are something in between. Perhaps their potential as the extraordinary multi layered art form they can be will be realised when we, as adults, can make that distinction. ■

Contact Matt through Lateral Learning, 02 9960 4844.

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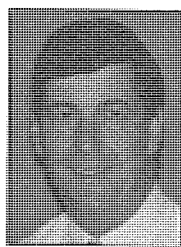Ottley, M. *What Faust saw.* Hodder Children's, 1995. SCIS 842043.

Thompson, C. & Ottley, M. *Sailing home.* Hodder Children's, 1996. SCIS 891793.

Wheatley, N. & Ottley, M. *Luke's way of looking.* Hodder Children's, 1999. SCIS 976164.
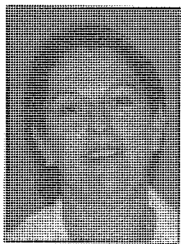
Collaborative planning and teaching:

integrating ICT for Stage 5 Geography students

Steve Jones,

Head Teacher

HSIE, at Mudgee

High School and

Birgit Smith,

teacher-librarian,

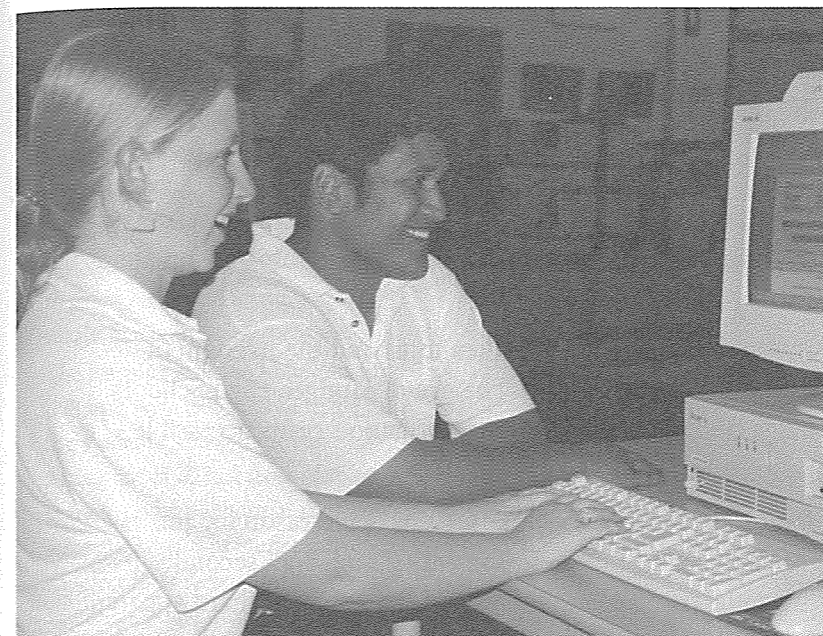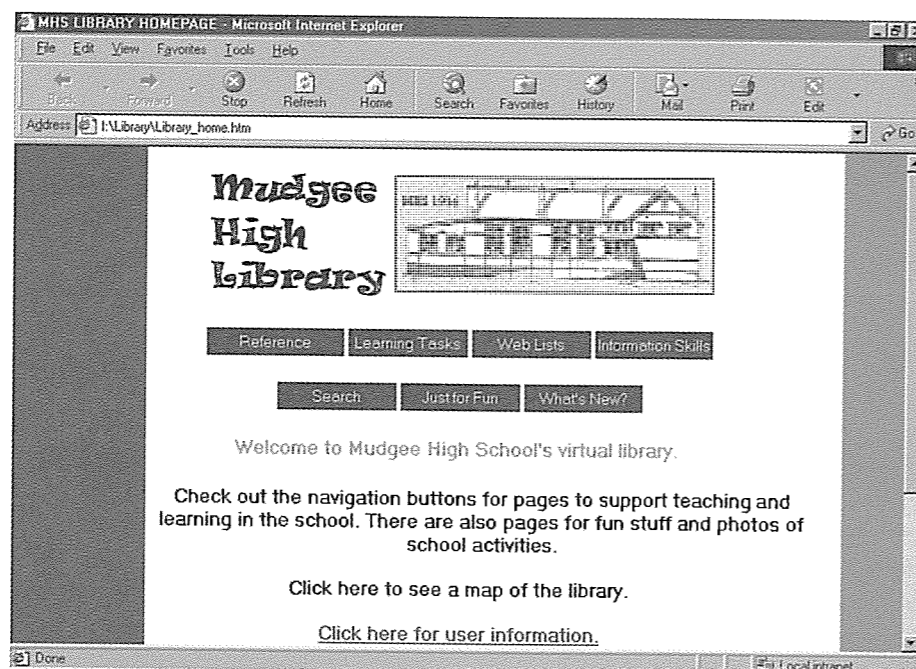write about the

collaborative

planning used

to integrate

technology into HSIE through their

school's intranet.

Sound whole school planning, coupled with the Computers in schools roll out of computers and Internet access initiatives, plus selected software licencing agreements, have enabled the establishment of a basis for effective use of ICT (information and communication technologies) at Mudgee High School.

Our school based training and development program has focussed on developing staff expertise and confidence in the use of ICT for both instructional and personal purposes. Many Mudgee High staff members are now very keen to incorporate computers in their teaching and learning programs to ensure positive outcomes for students.

Although the school does not yet have a presence on the World Wide Web, the beginnings of an intranet at the school has provided an opportunity for the development of a library web page. The teacher-librarian works collaboratively with classroom teachers to investigate possibilities for using the intranet to facilitate teaching and learning.

The *MHS Library homepage* is now the browser start up page for all computers in the library. From this welcoming user interface, there are links to a number of intranet pages, including one for learning tasks. Accessible here are teaching and learning activities developed through collaborative planning and teaching between teachers and the teacher-librarian.

MHS LIBRARY HOMEPAGE - Microsoft Internet Explorer

Mudgee High Library

Reference Learning Tasks Web Lists Information Skills

Search Just for Fun What's New?

Welcome to Mudgee High School's virtual library.

Check out the navigation buttons for pages to support teaching and learning in the school. There are also pages for fun stuff and photos of school activities.

Click here to see a map of the library.

Click here for user information.

Many students chose to work in cooperative pairs or small groups.

Computer based technologies in teaching and learning

The Departmental publication, *Computer-based technologies in the HSIE KLA: enhancing student learning* (1997, pp 6-7), sets out a number of ways in which ICT can be used to enhance student learning. Specifically, technology can :

- help to provide increased motivation and engagement
- cater for a wider range of learning styles
- provide access to a greater range of resources
- increase opportunities for student interaction and decision making
- make complex tasks more manageable.

As that publication states, the "critical factor in the introduction of computing activities is *the way* in which teachers integrate technology into teaching and learning" (p 7).

At Mudgee High, our Geography teachers have decided on a gradual

> The critical factor in the introduction of computing activities is the way in which teachers integrate technology into teaching and learning.

development and introduction of technology based learning tasks for each Year group. For example, throughout 2002, all Stage 4 students will visit the library and rotate, in small groups, around a series of technology based workstations. Year 7 classes will investigate *Deserts*. A similar learning package has been developed for Year 8 on the topic, *Access to fresh water*.

This article focuses on a Year 10 example, about *The Asia-Pacific region*.

ICT and Stage 5 Geography students

The Stage 5 component of the *Geography Stages 4-5*: syllabus requires that students study the physical, economic and cultural diversity of the Asia-Pacific region. The teachers saw this as an ideal vehicle to focus student learning on the syllabus outcomes of:

- identifying, gathering and evaluating information
- analysing, organising and synthesising information
- explaining Australia's links with other countries.

Teaching and learning activities

Planning for the Year 10 task consisted of a number of meetings between Birgit, Steve and HSIE teacher, Sue Spinner. Sue's role centred on ensuring that the content met the syllabus requirements, while Birgit focussed on the information skills component and the production of material for the library web pages. Sue and Steve would also undertake to explain the procedure to other teachers of Year 10 classes. We planned that at least twelve periods would be needed to complete all tasks; fortunately, the five classes' Geography periods were able to be scheduled at different times of the week.

The approach was to use four areas of the library, each set up with a workstation: one each for the physical, economic and cultural aspects of the region; and one for an issue affecting a country in the region. Trained adult support was organised for students at each workstation.

Resource boxes were also compiled to complement the material presented at each workstation. These boxes contained an amount of print and audiovisual material. The tasks were constructed to ensure that students needed to go beyond these resources to address some components. Using this stations approach had several other advantages, including effective use of limited print resources and effective use of computer access.

Divided into their four groups, the students had three periods to complete the tasks set at each area before they moved on to the next station. Many students chose to work in cooperative pairs or small groups, even though they each had to produce their own work. Basically, the students could

The student writes

By *Emily McNamara*, *Year 10 Mudgee High School*

Recently other students of Year 10 and myself undertook a library research project concerning *The Asia-Pacific Region*. As a result of doing this research, I have gained invaluable information about the sheer diversity of this part of the world.

One of the best features of the project was the independence given to us and the freedom of focussing our work on a country and aspect of our choosing. The use of Mudgee High School's intranet proved to be very useful. It made finding hard to locate information easily accessible. The use of web based "hotlinks" was a great facility.

I particularly enjoyed rotating from station to station every four lessons. The reason for this is twofold. Firstly, it made an easily identifiable change to the work undertaken and, secondly, it provided several deadlines for the work to be completed, making the need to work hard apparent.

Overall, I feel this research assignment was extremely well done. From the provocative questions to the exceptional use of technology, this project was a success. ■

Workstation 1

Workstation 2

Workstation 3

Workstation 4
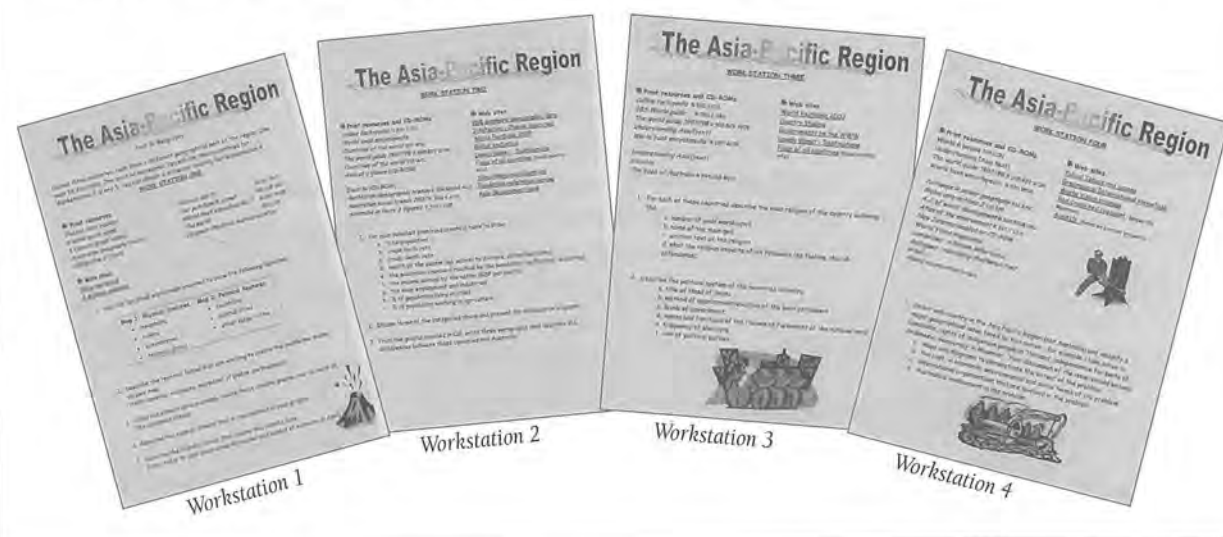
work at their own rate, asking for help when it was needed.

Microsoft Word was used to produce a task leaflet for students, plus a set of laminated task cards for the resource boxes. The documents were also saved as HTML files and placed on the library web pages so that our preselected web sites could become hotlinks. This strategy saved the teaching staff from the inevitable cries of "I've lost my question sheet". Following our evaluation, we can easily make changes to the tasks if we run this unit again in the future, or must update any changes of URLs.

Evaluation process

Throughout this unit of work, each student was given the opportunity to comment on the nature of the tasks, and the agreed time limits for each rotation. Early feedback indicated that the students felt comfortable with what was required. A more comprehensive student evaluation occurred at the end of the unit (see **The student writes**, above).

The student evaluations then formed the basis of a meeting between HSIE staff and the teacher-librarian, in which the complete unit was dissected. Recommendations were

made for its fine tuning and use in future years. For example, major changes will be made to the tasks related to Workstation 3. The task for investigating the cultural aspects of the Asia-pacific region will be changed to incorporate the use of a simple spreadsheet program to manipulate the economic data retrieved during activities completed at *Workstation 2*.

Achieving outcomes

Both staff and students agreed that several positive achievements resulted from the technology centred workstation approach:

- Students appreciated the opportunity to interact in small groups, select their own focus area and then work at their own pace within agreed time limits.

- Students became familiar with a store of authoritative Internet sites that will prove extremely valuable to them for future learning, particularly in senior assessment tasks.

- The learning tasks and hotlinks for this unit were designed to refine the students' skills in the discriminating use of ICT. A mass of information, and a plethora of sites, were available. The students needed to select their web pathways very carefully. Explicit teaching about how web pages present their information gave students essential skills and confidence. In addition, the students needed to decide when print or video media would be more suitable reference sources.

- Students who require additional support in reading were able to receive individual packages of

work with more directed exercises specifically tailored to their learning situations.

- The quality and volume of the work produced by students was particularly encouraging. Students who enjoy independence and choice in their learning appreciated the opportunity for extension that this approach allows.

- The staff valued the time spent interacting with students on a one to one basis, at point of student need. Teachers also appreciated the opportunity for significant professional development within the HSIE faculty. Once such a unit has been created, it can be made available, or adapted, for all classes in that Year group. Staff who feel hesitant about incorporating ICT into their normal lessons can use this prepared material, to become acquainted with the technology, gain confidence, and then make valuable contributions to the preparation of further units for other Year groups.

Principal Ted Roberts is a frequent visitor to the school library and is highly supportive of staff initiatives to incorporate ICT into classroom activities. As a former Geography teacher, he comments:

"I was particularly impressed to see the enthusiastic, self directed way in which students used a range of technology to research issues related to Australia's relationship with Asia. The time and resources devoted to technology in our school are now having a direct impact on student learning outcomes." ■

References and further reading

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Through my window at Millers Forest

*In the last issue of **Scan**, an exciting online project for schools, **Through my window**, was described. The following article describes the implementation of **Through my window** in the Maitland District, in particular focussing on achievements of students at Millers Forest Public School. **Pat White** is a trained teacher-librarian, and currently Principal of Millers Forest Public School. As teacher of the primary class, Pat describes her school's involvement.*

***Desley Pfeffer**, Linkages Consultant for Maitland and Tamworth Districts, was a member of the district consultancy team which supported the project.*

E ncouraged by an earlier, and initially District led, venture into online learning, seven small primary schools from the Maitland District embarked on a further project, *Through my window*, in late 2001. Approximately 90 Stage 3 students, from Ellalong, Iona, Kearsley, Largs, Martins Creek, Millers Forest, and Paxton Public Schools, were involved.

Recognising the possibilities that online learning offers students, the District Superintendent, Terry Maguire, and the Curriculum/Training and Development Coordinator, Wendy Mason, led a cross curricular consultancy team to support the effective implementation of the project in the schools.

What is *Through my window*?

Through my window is a student Internet project managed by the e-Learning Unit of the Professional Support and Curriculum Directorate. The project is designed to stimulate factual descriptive writing and visualisation skills, and is appropriate for students from Early Stage 1 to Stage 4. Whilst the project has a strong literacy base, it can easily incorporate learning outcomes from several curriculum areas, including: Mathematics; Science and Technology; and Creative Arts. It is an excellent example of how ICT (information and communication technologies) can be integrated into teaching and learning.

To participate in the project, each class selects a particular school window,

> **Each class selects a particular school window and communicates what the students can see by writing an accurate factual description.**

examines the view from that window, and communicates what the students can see by writing an accurate factual description. When completed, the description is sent off to the *Through my window* coordinator, for uploading to the World Wide Web for others to read. Students from other schools then create visual representations of the unseen view, returning these by email, or regular post, to the authoring school. The authoring school is also asked to photograph the actual scene and provide this for other schools to judge how close they came with their visual representations.

Further details of the *Through my window* project can be found in a recent issue of *Scan* (Ferguson-Smith, 2002), or visit the web site (see URL on p 24).

District support

Initially, teachers from the participating schools were invited to attend a one day teachers' briefing at which:

- the new project was outlined

- outcomes from the English K-6 and Mathematics K-6 syllabuses were identified
- teaching and learning activities to support its implementation were demonstrated
- teachers planned for implementation at their own school
- schools were paired up with another district school, to ensure that all schools would receive a response
- a timeline for implementation was negotiated, as outlined below.

> Term Three, Week 10: *Writing pretest*
> Term Four, Week 1: *Marking workshop*
> Weeks 1-4: *Explicit teaching to support the project*
> End Week 4: *Email description to coordinator*
> End Week 6: *Send visual representation to partner school*
> End Week 7: *Send pre- and post-data (Stage 3 students' achievement of outcomes) to district office team.*

To determine the students' prior knowledge of writing factual descriptions, all schools undertook a pretest with the students. Each student was asked to write a factual description of their classroom. This was then brought to a marking workshop afternoon, where the teachers were assisted in marking the students' work against criteria, similar to those used in the ELLA Primary Writing Assessment. Having thus determined the students' strengths and weaknesses, the teachers embarked on a four week period of explicit teaching to further support the students' achievement of identified syllabus outcomes.

Implementing *Through my window* at Millers Forest: a case study

As a participating school in this project, students at Millers Forest had opportunities to:

- link via the Internet with another small school
- communicate with real purpose
- work towards the improvement of syllabus outcomes, especially in Mathematics and English
- use technology to support learning.

For the classroom teacher, being involved with *Through my window* presented opportunities to:

- investigate ICT capabilities of the students within the school
- build an effective model for integrating ICT in teaching and learning
- improve understanding and delivery of learning experiences in the English and Mathematics syllabuses
- access cross curricular consultancy support.

Linking to outcomes

The project specifically addresses Stage 3 syllabus outcomes for English and Mathematics. At the briefing day, we identified teaching, learning and assessment activities which would support these syllabus outcomes. In English our focus outcomes were:

RS3.8   Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers' understanding of texts.

WS3.12   Produces texts in a fluent and legible style and uses computer technology to present these effectively in a variety of ways.

WS3.14   Critically evaluates how own texts have been structured to achieve their purpose and discusses ways of using related grammatical features and conventions of written language to shape readers' and viewers' understanding of texts.

(English K-6 syllabus, 1998.)

In Mathematics, in addition to the *Working mathematically* outcomes of *Reflecting* and *Using technology*, our focus outcome was:

M3.2   estimates, measures and records lengths in metric units from millimetres to kilometres.

(Mathematics K-6: outcomes and indicators, 1998.)

The focus outcomes were outlined to students at the commencement of the project so that our expectations were clear.

Pretesting and marking

On returning to school, the first task was for our students to write a factual description of their classroom so that another student could draw an accurate picture. They were told to write in full sentences, to organise their description and to use descriptive language. A time limit of three minutes for planning, twenty minutes for writing, and five minutes for editing, was given. This was similar to the structure of the Primary Writing Assessment, which many of the classes had recently completed.

The pretests were taken to a group marking workshop where all the teachers involved helped each other to mark, given the criteria outlined for us by the consultancy team. This was particularly useful for those of us who had not had an earlier opportunity to be involved in the marking of the Primary Writing Assessment. It also helped to share the load of marking. After marking, the teachers had a clear understanding of where our students needed to go next.

Teaching explicitly

The next phase of the project was a four week period of explicit teaching to enable the students to write an accurate description of the view from our chosen school window. At this stage, to support the literacy aspects of the project, the students and teacher:

- deconstructed examples of factual descriptions

Through my window
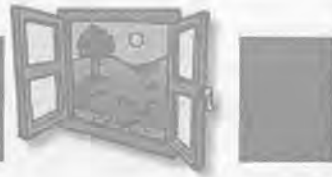
The view from our school is of the countryside, mainly green farmland and paddocks. There are very few houses or roads.

In the foreground is the lush, green grass of our freshly mown football field. At the back edge of the football ground, just before the small ditch, is a line of four trees ranging in size from approximately 2 metres to 12 metres. To the left is a small, almost leafless tree, about two metres tall. The one next to it is a wattle and is about four metres tall. It is further back towards the ditch and is about two metres away from the first tree. It has clusters of leaves and some small yellow flowers dotted through the leaves. The next tree along is further forward and close to two metres away from the second tree. This tree bends to the right and is forked, with a few leaves on the top branches. It is a small gum tree. About three metres to the right is the fourth tree, another gum tree, which has dark green leaves around the top branches. It is about 10 metres tall and we are unable to see the top of this, or the second tree along, which is even taller. In front of the trees the grass is dappled darker because of the tree shadows.

Behind the football pitch, trees and the ditch is a barbed wire fence held up with star picket fence posts. We can see two of these fence posts, which are just over a metre high, to the right of the second and the fourth tree. Behind this fence are flat, dull green paddocks for about four kilometres. We can see the odd fence post, dwelling, cow, horse and car in the distance. Behind the first tree is a white house, near the left side of the view. On the right side of the view are a few buildings, small cottages and out buildings. There are a few bushes and small trees in the paddocks.

The jointly constructed description written by Millers Forest Public School's students.

- jointly constructed class descriptions of a variety of items
- played description games
- learned about grammar at point of need, eg. use of adjectives to enhance writing; clauses; verbs; and tense
- used computers as a teaching and learning tool, with games and part sentences to help improve sentence structure
- located web sites to assist in the efficient creation of word search puzzles, to help students with spelling
- set up email accounts for the class so that we could communicate with our partner school if needed
- used email in the classroom to send each other short descriptions which the other school's students then drew using a drawing program.

To support the Mathematics outcomes we emphasised measurement, and how measuring might enhance the students' factual descriptions, by:

- walking a kilometre along the road outside school
- running 1000m around the school perimeter
- using maps to learn about scale and small measurements
- finding items where the millimetre was the most accurate form of measurement
- using the flagpole as a sundial to work out the length of shadows at different times of the day, and the angle passed by the sun as it traveled over the school.

Additionally, as the class had just been studying a unit on rainforests, and had enjoyed the picture book, *Where the forest meets the sea* by Jeannie Baker, we immediately thought of her other picture book, *Window*, as being particularly relevant to our task. *Window* is a picture book with a strong narrative, but no written text. The students must rely on the visual clues in each consecutive view from a child's window to follow the changes in a neighbourhood and the passage of time. After "reading" *Window* as a class, we observed the view from our own window and used the composer's collage techniques during a Creative Arts lesson to construct three dimensional dioramas inside cardboard shoeboxes.

Writing the description

After four weeks of explicit teaching, the students were ready to write our class description. Each student wrote an individual description of the view we had selected. We read them and talked about them. The students

helped each other improve their descriptions, and tried to draw them to see how effective they were.

When each student had completed an individual description, we cut and pasted their efforts so that parts of everyone's description were recognisable in the whole class description. Following this, we read through the joint construction again to ensure that the text structure, paragraphing, grammar and punctuation, were correct.

Each student took home a permission note to gain parental permission to publish our efforts on the *Through my window* web site. Student representatives then word processed the class description into electronic form, and then watched as we forwarded it as an attachment to an email to the *Through my Window* coordinator.

Our efforts rewarded!

When we checked the web site the following day, our description had already been uploaded! Soon afterwards, our partner school, Iona Public School, had their written description uploaded. It was now time for us to create our visual representation using Iona's joint construction. They had posted a description of their classroom (see p 22).

The first problem the students had to solve was how to print out Iona's description. When they tried to print, the right hand side of the description was lost. They soon worked out that they could change the margin preferences after saving the text document into *Microsoft Word*. We then read the description and began to make our

Students' comments on *Through my window*

Kieran:

"I enjoyed drawing the written descriptions. It was fun to draw and not just write. It was a bit difficult because of the way the description was written. We didn't know how everything went in the classroom when we came to draw it."

Ben:

"It was good to draw the description because it gave us an idea of what other schools are like, in our imagination. When we got the photos by email we could check and see how close we were. They were pretty good at writing descriptions but they were not the best in the world because we had a bit of trouble drawing the picture, mainly the number of computers and where they were. It was a bit irritating. I learnt that writing a good description is not as easy as I thought."

Sam:

"It was good because we were learning about how to read, write and draw all at the same time. It was good to have our pictures posted on the web site. It was good for two small schools to email each other."

(Millers Forest Public School, 2001)
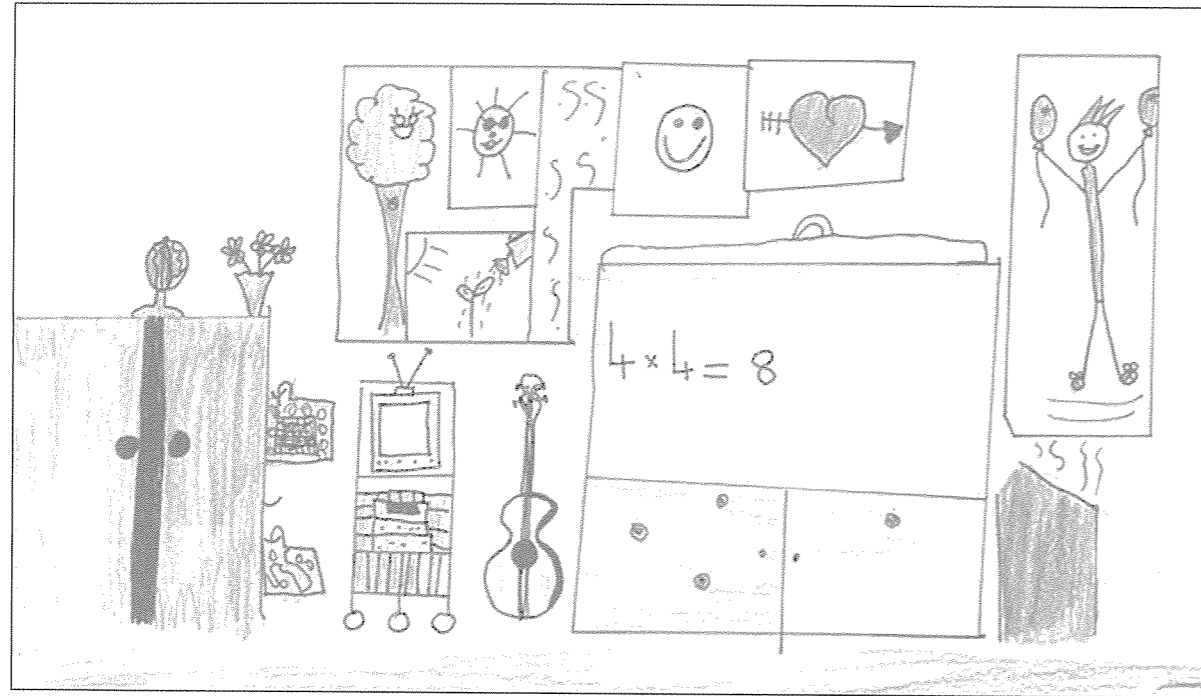
Above: An interpretation of the view through a window at Iona Public School. Artwork from Elissa at Millers Forest Public School, based on the description below.

"… Moving our eyes across the front of the room is a dusty, dark green chalkboard. Hanging on top of the chalkboard is an overhead projector screen.

"Under the ledge of the board is a honey, chestnut wooden cabinet, with lots of small knots in the timber. It has two sliding doors and each door has a black handle. On the far side there are three trays, white, yellow and skin colour.

"On the left side of the cupboard there is a wooden guitar with a dark brown rim around the shape. Perched in the flattened corner is a dark, royal blue gas heater on a 150 degree angle. Above the heater there are many posters which completely cover the front of the room, above the board, the TV and the cupboard…"

(Excerpt from Iona Public School's description of the view through their window.)
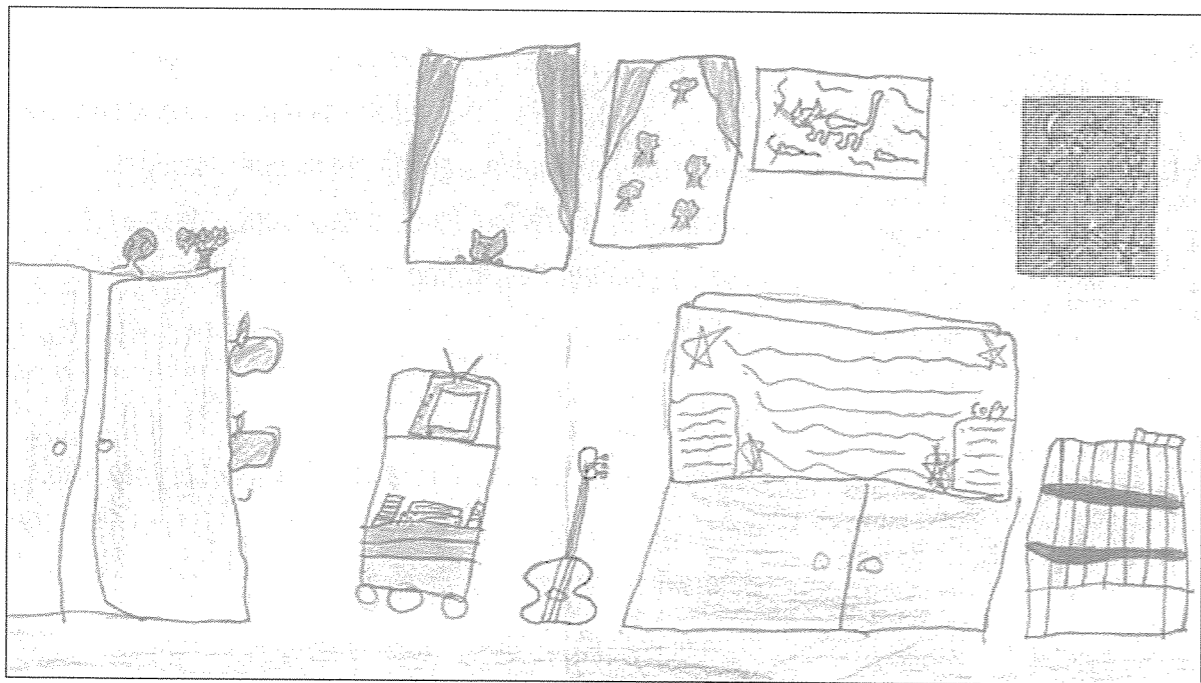
Above: A second Millers Forest student's interpretation.

visual representations. As a group, we decided to draw and colour the classroom description, as it was quite complicated and detailed. The students then scanned their drawings and sent them to Iona as email attachments. The two schools also swapped digital photographs as email attachments. When the Iona images arrived, we printed them out and compared then with the drawings we had produced.

Evaluating our successes

To evaluate the students' achievements, the teachers at each participating school assessed our students' ability to write a factual description at the end of the project.

The Millers Forest students went outside, and looked and talked about another view from our school. The teacher then marked these descriptions using the criteria from the pretest. Some students had made little progress with certain criteria, but the majority of students had improved in all criteria. Perhaps our next challenge is to investigate strategies for detailing each step in the learning process to accommodate those students who need additional support.

In participating in this project, the class as a whole learned the need for accuracy in factual description writing, and how difficult it actually is to describe something to a person who is not physically present. Writing factual descriptions became a stimulating exercise through the incorporation of the games and activities and the excitement of using email and the Internet as tools for communication.

Anecdotal assessments were also completed after listening to and watching the students discuss the mathematical problems we encountered at the start of the explicit Mathematics teaching. Again, some students made little progress, but most students made significant improvements.

The students enjoyed the project and learned a tremendous amount, as did their teachers. This is most important when working in small and remote schools, where organising opportunities for professional development can present numerous unique challenges. Certainly the Internet has proven to be a tremendous tool for 'on the job' professional development. Access to consultancy advice at the point of need, through the immediacy of email, has reinforced the benefits of this most helpful model of district and curriculum support.

> The Internet has proven to be a tremendous tool for 'on the job' professional development.

Future planning

At a school level, Millers Forest's plans are to continue with future district led online projects, the next one having a Science and Technology focus. The junior class has since established an email link with another small nearby school, and they are now emailing back and forth regularly.

On a district level, the success of the seven schools' involvement in *Through my window* has led to a further group of sixteen primary and secondary schools in the Maitland District, with students from Stage 1 to Stage 4, commencing their involvement in 2002. ∎

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The Learning Online Project:

New South Wales Secondary Principals' Council

The Learning Online Project sought to demonstrate some of the advantages for students and teachers while teaching and learning in an online learning environment. The pilot project has highlighted many of the issues connected with online learning, and suggests important implications for teachers and teacher-librarians. **Chris Bonnor** *is Principal, Davidson High School, and Acting President of the NSW Secondary Principals' Council (NSWSPC).*

A schools based project, *Learning Online* operated in New South Wales in 2001 as a cooperative arrangement between groups of schools to teach selected topics in the Higher School Certificate (HSC) online. The pilot schools identified topics, in each of Business Studies, Legal Studies and Economics, that would be studied over three to five weeks, to form the basis for the project.

> *Learning Online sought to demonstrate the advantages for students and teachers in learning in the online learning environment.*

The pilot project, developed in partnership with the University of Technology, Sydney, was part of the NSWSPC *Futures Project.* It involved the majority of principals in NSW working together to determine their development priorities for education over the coming years.

Goals for learning online

Learning Online sought to demonstrate the advantages for students and teachers in learning in the online learning environment. The emphasis was on classroom teachers coming together to develop their preferred course content and activities, using a readily available online platform.

Issues in online learning highlighted included:
- educational
- resources
- ICT (information and communication technologies)
- teacher expertise.

What the first year of the project clearly demonstrated was the range of issues and implications for staff involved in online learning. The implications for collaborative processes centre around access and equity.

The learning platform

The learning platform chosen for the project was *Blackboard.com,* the standard online platform for UTS courses. The project manager set up an online *Blackboard* course for the subject teachers involved in the project to allow them to experience learning online first hand, and to learn about the *Blackboard* platform.

As participants enrolled in the initial course, the teachers not only experienced life as online learners but canvassed a range of initial online learning issues, such as:
- access to computers. Solutions offered by the teachers in their online forums included: flexible use of learning guides (ie. not all students have to be online at once); and use of school computers for those students without access at home
- management of bandwidth. This was also discussed online by staff. Solutions included: keeping the tasks simple; building in flexibility

with progressive, but not final, deadlines; and extending the course over a longer time, and simultaneously with other topics at school.

Writing the learning materials

Most of the materials were written by staff in a two day workshop. Staff brought to the workshop their ideas on how much of the *Blackboard* platform they believed was appropriate to use, and which tools had proven to be most useful. They needed to have thought about what aspects of a proposed course should be online, and what should be classroom based. They also brought along their own teaching and learning programs, relevant syllabuses and other print based resources, and URLs for useful Internet sites.

Each course included a range of online and offline learning opportunities, and most were built around an important assignment due at the end of the topic. The teachers were concerned to monitor the progress of students throughout and, in particular, the sources and resources they would use. For most topics, students were to complete a source analysis report each week, and keep a log of their learning experiences throughout the topic.

Students would be encouraged to:

• complete their home pages
• complete an online competency (*Webwise*) quiz
• for two topics, enter a live chat session with other students and teachers
• start and join "discussion threads" on a web based bulletin board
• email other students and seek advice from teachers in any of the participating schools.

Some learning activities and issues

An extensive evaluation of the project yielded valuable information about the issues involved in online learning.

Amongst the interesting developments over this period were:

• The *Webwise* quiz. This was an activity to familiarise students with the Blackboard platform and the Internet. The student survey showed that the quiz was the feature of the course which attracted the highest participation and many students scored 100%.
• The discussion threads. This asynchronous facility was actively visited in the Legal Studies and Economics courses. The quality of contributions to the threads varied considerably.
• Connections and speed. A common experience for students was dealing with connection problems. Improving access is part of the Department's ICT strategy.
• Student home pages. Sixty per cent of the students set up a home page, and a similar percentage visited other students' home pages. The home pages varied from a simple statement about the student to substantial productions, complete with photographs and interesting links.
• Online chat. The pilot project revealed the educational potential of both chat and bulletin board discussion threads for students in a multi school classroom to ask questions and raise issues about which they may otherwise feel inhibited. (*Editor's note*: It is important to be aware of Child Protection issues relating to the use of online chat programs with students.)
• Communication. The project manager used email, telephone and fax to communicate with the teachers. The most effective was probably the weekly faxed news sheet. About half of the surveyed students emailed other students, but only one in five emailed teachers.
• Differences in engagement. The pilot revealed considerable differ-

ences between schools and students in the levels of engagement. The essential ingredients in high participation seemed to be high student self concept, teacher support, and adequate online access and technical infrastructure.

Advantages for students

The evaluation of the project did effectively provide enough data and lessons about online learning to point the way to future development. The advantages for students in learning and working partly in an online learning environment were generally *demonstrated*, but not always realised. When asked about the benefits of the project, students commented on:

• the flexibility of learning. Many students recognised how they could be more independent, and learn more independently. Students experienced the convenience of access, including access from home, and the ways in which they could work both at their own pace and with others.
• information and communication. Students referred to their capacity to discuss topics with others. The Economics students made most use of online facilities such as the student (assignment) Drop box and the emailing of assignments.
• access to support and information. Student comments referred to access to all, easy to understand course information and supplementary materials, the importance of both teacher help and the speed of online test results.
• online/Internet skills. Many students appreciated the chance to improve their skills, and to have access to authoritative web sites specific to their course
• Other comments referred to the novelty and interest of the experience.

The drawbacks identified by students overwhelmingly focussed on difficulties connecting to sites both at school

and at home. A couple of students pointed to the fact that the platform should be more interesting and user friendly. Some students believed that the online tasks should have been shorter, while others preferred a mix of tasks. Comments also referred to the need to have teachers better trained on the use of the Internet, and the improvement of the online platform so that teachers could better support students.

Staff reported that their students began the project with a high level of interest and enthusiasm, but that for some students issues of access became barriers to learning. There was a strong correlation that students who possessed the required skills and access were generally more engaged in their learning.

Highlighting the issues in online learning

The project was clearly very successful at focussing attention on some, but not all, of the issues surrounding online learning for schools. Apart from infrastructure issues, the project highlighted the following:

• a different learning environment. Staff believed that the novelty and interest created had a positive effect on students. Their comments indicated that the interactivity of the learning platform, all other factors being equal, provided a significant and positive learning experience. This included not only the 'social' aspects of the online environment, but such things as the quiz, electronic submission of work, and the use of external links accessible from the online classroom.
• access and engagement. Placement of computers varied from school to school. Several teachers said that Computing Studies classes often had priority access to the larger computer rooms. The wide range of student abilities and skill levels created challenges for staff to provide appropriate support to each

student. Staff also reported that a significant number of the more engaged students remained so because of the Internet access they had from home.

• teacher support for students. Students clearly placed a high importance on the level and quality of support they needed to receive from teachers. They said that the most effective support was provided by those teachers who established clear requirements, and applied initial pressure on students to engage with the material. Students reported that, once exposed to the platform in this way, the activities and opportunities on the project site encouraged them to sustain an interest.
• training and development of staff. Staff were concerned about their own level of training, and certainly students were well aware that the quality of support provided by staff depended on their own level of development in ICT. Most teachers were self taught on computers and the Internet, or relied heavily on colleagues. Staff raised the issue of continuity in their own skills development. Some had home Internet access, but others relied solely on access at school.
• investment of time. The staff stated that they were prepared to invest the time to undertake such projects if the other variables would work. Teachers recognised the potential, and eventual time savings, in using centrally provided, online courseware and resources that was so closely tied to syllabuses and topic content, but were aware that they would still have to use this material to design lessons as they do at present.

Implications and opportunities for collaboration

Good literature and research into online education seems to agree on one fundamental fact: that new

contexts and platforms for teaching and learning amount for little unless accompanied by fundamental shifts and improvements in pedagogy, especially in the ways in which we engage students in learning. Despite the novelty of the learning platform, the students in the pilot project reinforced the stated values of teachers, who were, themselves, engaged, skilled and committed.

Arising out of the development of online learning in schools are renewed implications and opportunities for the strengthening of collaborative planning and teaching processes to improve students' achievement of outcomes. There are opportunities for teacher-librarians to:

• demonstrate explicit and systematic teaching strategies in defining, locating, selecting, organising, presenting and assessing information (*Information skills in the school*) from the full range of print based and electronic resources
• work with teachers collaboratively to develop units of work that are appropriate for the online environment, ie. integrating ICT into teaching and learning
• work with students and teachers as an essential part of the learning process. ■

References and further reading

About us: the Department's Strategic Directions at *NSW Department of Education and Training home page* [website]: **http://www.det.nsw.edu.au/aboutus/page8detstrategy.htm**

DET ICT strategic plan 2001-2004 at *NSW Public Schools* [website] **http://www.schools.nsw.edu.au:80/media/downloads/itc.pdf**

Information skills in the school. NSW Department of Education, [1989].

Preferred futures for public secondary education in NSW (Futures Project paper – NSWSPC), 1999, at *N.S.W. Secondary Principals' Council* [website] **http://www.nswspc.org.au/futurespaper**
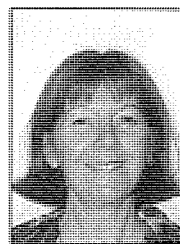
Where public schools are heading: Strategy 2002-2004 at *NSW Public Schools* [website]: **http://www.schools.nsw.edu.au/direction/strategy2002-04.php**

Focussing on the collaborative learning culture of schools, and the related successful implementation of an outcomes approach, the broad aim of **Scan's** brief evidence based practice snapshots is to share explicit examples of teacher-librarians working with teachers to make a difference to student learning.

These reports offer simple and practical examples of evidence based practice (Todd, 2002). They demonstrate how powerful such an approach can be in articulating explicit learning gains in relation to specific outcomes, illustrating collaborative pedagogy in teaching and learning, and modelling evidence based practice in action.

Evidence based practice at Balgowlah North Public School:
Locating information with Stage 2 Students

Sally Rasaiah is the teacher-librarian at Balgowlah North Public School.

A t the start of 2002, an unexpectedly high number of new Year 3 enrolments arrived at our school. This meant that many of the Year 3 students needed to develop their awareness of how to access information in our school library. The students' base levels of information literacy were unknown to me. The Year 3 teachers and I developed a simple familiarisation activity suitable for their students. It seemed to us that we could assess these students' needs through a series of related activities, in the context of their class learning needs.

This report describes a preliminary activity, as preparation for the units of work to come. The following outcomes were selected as appropriate, and would be a focus of upcoming units of work:

Science and Technology outcomes

VA 1   Demonstrates confidence in their own ability and a willingness to make and implement decisions when investigating, designing, making and using technology (*Values and attitudes*)

UT S2.9   Selects and uses a range of equipment, computer-based technology, materials and other resources with developing skill to enhance investigation and design tasks (*Using technology*).

(Science and technology K-6: outcomes and indicators, p 17.)

Indicator

* selects an appropriate print source on a chosen topic.

(Based on sample indicators in Science and technology K-6: outcomes and indicators, p 46.)

We began by asking each student to write their name on an old catalogue card, plus one topic that they would like to learn more about. I then gave them a few minutes only to find a book that would contain information about that subject. I collected up the books with the cards inside, and also the pile of cards from students unable to write anything, or unable to find a book that would meet their needs.

The next week, I began the lesson by identifying a section in the library in which we display a collection of single topic non fiction titles that were specifically selected to meet the factual information needs of our Stage 1 and early Stage 2 students. The composi-

tion of single topic books became an important explicit teaching point. For example, I was able to say, "This is a whole book just about lions, but this other book has information about lions and other mammals." I gave the class time to read or look through these resources, and encouraged them to discuss in small groups what they found.
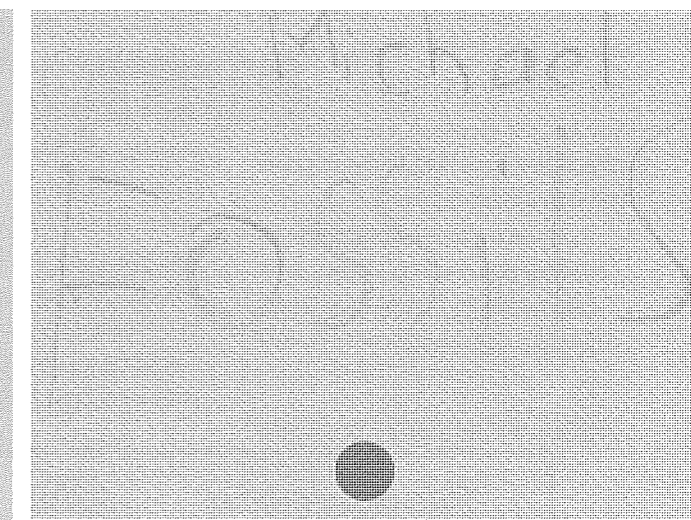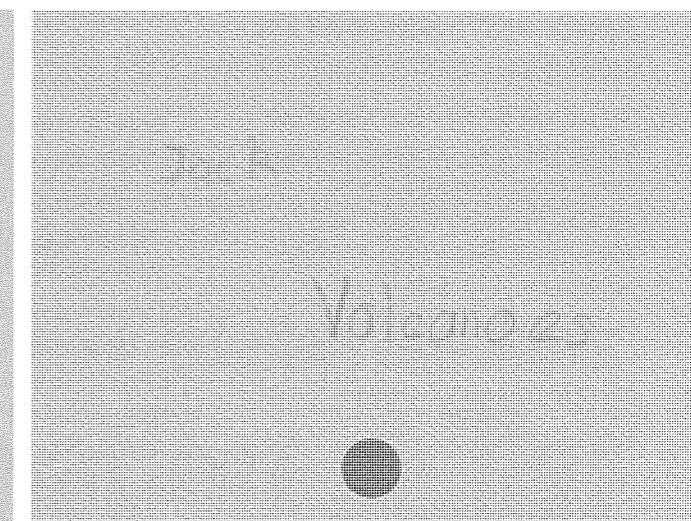
After replacing the books and completing the rest of their lesson in the library, I distributed blank

> When the two sets of results of this simple activity were compared, the teachers and I had some compelling data from which to assess the students.

catalogue cards and asked the students, once again, to write down one topic about which they would like to learn more.

The students were given a short time to find a book that would help them, placing their card inside.

When the two sets of results of this simple activity were compared, the teachers and I had some compelling data from which to assess the students. The students' selection of resources in the first week of unstructured searching was very

random. A large pile of cards represented those students who had been unsuccessful (46%). 21% had chosen books that were too difficult, or too broad in their treatment of the subject, to be of use to them. 14% had made fruitless selections, and 11% had made no selection.

The results for the second week revealed that, after I had drawn attention to the easier, single topic books in their clearly marked location, many students chose topics and factual texts from that section. Every student (ie. 100%) experienced success in the task. The classroom teachers expressed surprise that there had been no failed attempts during this repeat of the activity.

Week 1   **Week 2**

Note the students' attempts at invented spelling in Week 1. In addition to the achievements discussed in the article, there was a measurable improvement of student confidence in Week 2, as their achievement of success in the task was reflected by improvements to spelling, grammatical conventions and handwriting.

Analysis of results: staff and students

We collated the results to inform our teaching for the next week's lesson. Now we could investigate with the students the problems they had encountered, and share and analyse the solutions that worked for individual students. We aimed to draw up a list of ideas for "How to choose the right information resource".

During this analysis of the students' experiences, one student exclaimed, "This is like a brainstorm!", clearly demonstrating that the students were already equating this activity with their classroom experiences.

With teacher guidance, the students realised that searching for appropriate resources might require:

- "help from the teacher and the teacher-librarian"
- help from other places and people
- efficient use of time

- "thinking carefully about" (defining) the topic before locating through *OASIS Library enquiry* and heading to the shelves, eg. asking "What do I want to find out?" and brainstorming topic keywords
- rethinking the chosen topic if no resources were found.

One student was able to articulate that a book called *My wonderful book of knowledge* may not have been the best resource to use to research the topic of "surfing", even though he had found the relevant information.

Implications for further teaching and learning

As a result of the teacher-librarian working with teachers in this preliminary activity, and collecting evidence about the explicit and systematic teaching of particular information search strategies, a strong basis has been reinforced for future collaborative planning and teaching in the context of class learning needs.

The students were given a short time to find a book that would help them.

The students' brainstorming of successful search strategies with book resources provides a strong framework for building on these skills in the upcoming Science and Technology unit's *Using technology* outcome, which requires that students select and use "... a range of equipment, computer-based technology, materials and other resources with developing skill to enhance investigation and design tasks" (*Science and technology K-6: outcomes and indicators*, p 17).
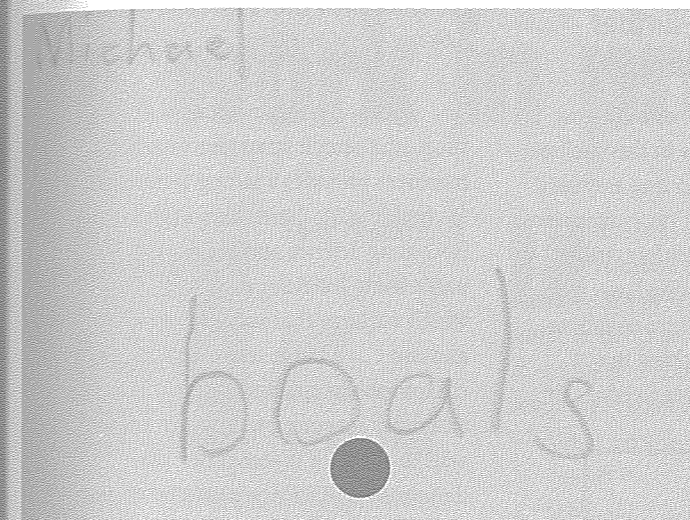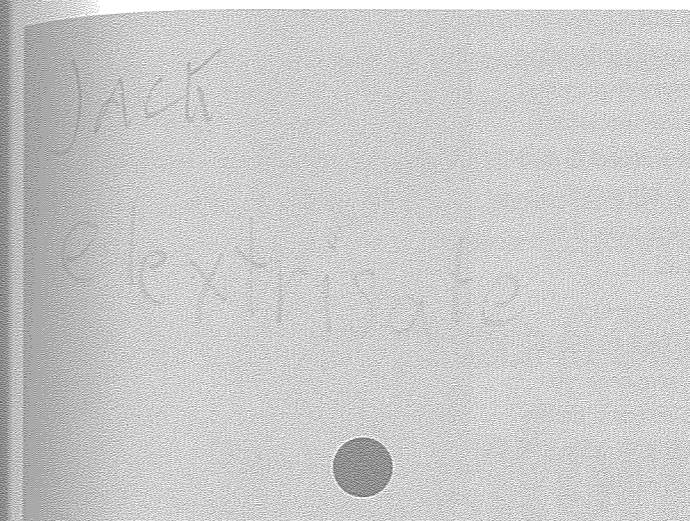
The evidence shown by the results also suggests that explicit teaching in the use of *OASIS Library enquiry* for locating resources is needed, further supporting the incorporation of ICT (information and communication technologies) when teaching to the relevant Science and Technology outcomes, and this will be incorporated. ∎

References and further reading

Information skills in the school. NSW Department of Education, [1989].

Science and technology K-6: outcomes and indicators. Board of Studies NSW, revised 1999.

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Focussing on the collaborative learning culture of schools, and the related successful implementation of an outcomes approach, the broad aim of *Scan's* brief evidence based practice snapshots is to share explicit examples of teacher-librarians working with teachers to make a difference to student learning.

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Evidence based practice at Cherrybrook Technology High School:

Year 7 information skills: a work in progress

Sally Thackrey *is a teacher-librarian at both Cherrybrook Technology High School and Pennant Hills High School.*

Educators need to employ constant and rigorous evaluation processes if we are to assist students to achieve effective, meaningful outcomes. Teachers and teacher-librarian ask themselves:

- What am I trying to achieve? (aims)
- What am I doing to achieve it? (methods)
- What will the students achieve? (outcomes)
- What will I observe or measure? (indicators)
- How effectively and validly am I measuring the achievements for students and myself? (evaluation).

Background

Cherrybrook Technology High School has 1.6 teacher-librarians for 1665 students. About 40% of the students are from non English speaking backgrounds (NESB). It has been our practice to evaluate the effectiveness of those Year 7 units which have a strong information skills focus, although the evaluation has always been informal and teacher-librarian driven. In 2001, prompted by the Teacher Appraisal and Review (TARS) process, the school sought formal student feedback. An evaluation survey, taken from a template on the Internet and tailored to suit our purposes, was devised and completed by three Year 7 classes.

Teaching information skills in context

The results provided invaluable feedback and suggestions for improvements and changes as to how information skills could be explicitly and systematically taught in the context of the students' class work.

In 2002, explicit teaching of information skills for Year 7 classes is being conducted within the context of collaboratively taught units in the Languages key learning area. Four Languages courses are being offered for Year 7 in 2002: Chinese; French; German; and Japanese. There are eight core classes, one of which is a gifted and talented (GAT) group. There is also a small composite class of Year 7-8 students, for which we are developing a modified program.

The other improvement we made was to amend our information literacy planning overview, which is based on *Information skills in the school* ([1989]; see also Capra & Ryan, 1999).

INFORMATION SKILLS IN THE SCHOOL

THE INFORMATION PROCESS: SUMMARY

Steps in the process

Defining
What do I really want to find out?
What is my purpose?
Why do I need to find this out?
What are the key words and ideas of the task?
What do I need to do?

Locating
Where can I find the information I need?
What do I already know?
What do I still need to find out?
What sources and equipment can I use?

Selecting
What information do I really need to use?
What information can I leave out?
How relevant is the information I have found?
How credible is the information I have found?
How will I record the information I need?

Organising
How can I best use this information?
Have I enough information for my purpose?
Do I need to use all this information?
How can I best combine information from different sources?

Presenting
How can I present this information?
What will I do with this information?
With whom will I share this information?

Assessing
What did I learn from this?
Did I fulfil my purpose?
How did I go?
How did I go — with each step of the information process?
Where do I go from here? — presenting the information?

INFORMATION SKILLS IN THE SCHOOL
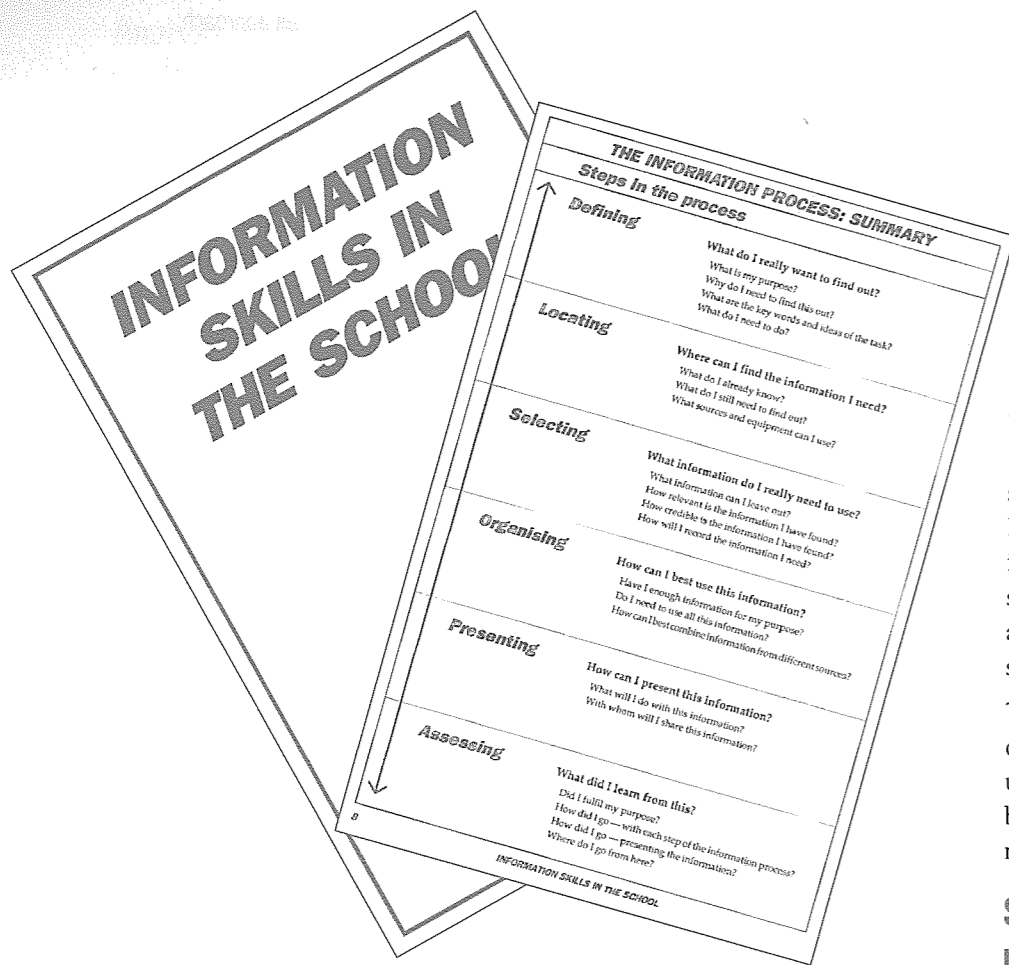
This planning sheet now identifies and specifies:
- all participants, ie. students, their parents, Languages teachers, and teacher-librarians
- the projected learning
- how this supports the meeting of specific syllabus outcomes.

Information skills across the curriculum

The amended planning overview also lists what work and information sheets the students should have received as part of the Year 7 Languages course in the first semester. In previous years, students' worksheets were distributed and collected each lesson by the teacher-librarians.

"It is expected that as a result of the study, students should be able to relate the study of German to other subject areas."
(*German syllabus: Years 7-10*, p 5.)

In 2002, students are responsible for keeping their own work in an A4 display folder. This more flexible arrangement has the anticipated advantage that students can refer to the information in all of their other subjects, engendering a sense of the integration and portability of information skills across the curriculum. This relates to stated student objectives in Languages syllabuses. For example, the handouts now include: a time management sheet; a bibliography sheet; and a mindmap showing information sources in the school library.

Assessment and evaluation

In order to assess the ongoing development of information skills, as perceived by the students and by the teacher-librarians, we instigated a more formal assessment and evaluation process than in previous years, consisting of:

- pre test and post test surveys, one of which is a simple quiz completed by each class as part of their unit of work
- a much longer, more detailed and open ended survey, completed by three of the Year 7 classes. This is designed to assess students' understanding of, and level of confidence in using, the information skills process in their research.

Through these tests, data was collected about: preferred information sources; confidence in using the Internet; typical search strategies; how information is selected; confidence in seeking assistance from library staff; and knowledge of the information skills process.

The quiz was also an excellent means of assessing student ability levels in using *OASIS Library enquiry* at the beginning of the year, and its effectiveness as a teaching device.

Summary of 2002 survey results

Overall results indicated that, for information seeking, Year 7 students preferred using computers, specifically the Internet. In general, they claimed to feel confident to very confident in using it. However, the students' responses also revealed that their searching is usually unstructured, random and uncritical.

In response to a question as to how students select information needed for a task, a significant number indicated that they would use information from the source which gave them "the most information". Only 40% indicated they would select "the most relevant information".

Responses to questions relating to student use of *OASIS Library enquiry* indicated that almost 69% would use it "sometimes" in the course of their research, although 59% indicated that they were "mostly successful" at finding the information they needed. 37% were only "sometimes" successful

at finding information using *OASIS*. Only 3.7% responded that they were "never successful". These results, taken together with the pre test "quiz" exercise, informed us that there are still significant numbers of students who are unacquainted with any but the most basic *OASIS Library enquiry* searching strategies.

On the questions relating to whether or not students would ask either their class teacher or a teacher-librarian for help where there was an overnight delay factor, just over 65% indicated that it would be "not very likely" or "not at all" likely that they would consult the library staff the next day. In reply to a question about whether or not they had heard of the information skills process, almost 87% answered "no".

Implications for teaching and learning

One of the bonuses of the collaborative approach taken this year has been that the Languages teachers

accompany their classes to the library. As a result, these teachers are receiving and contributing to effective professional development about: information skills; explicit and systematic teaching; and integrating ICT (information and communication technologies) into teaching and learning in the context of Languages outcomes. At the same time, the teachers are available as additional support at the students' point of need when their class is in the library.

The integrity of *OASIS Library*, as the students' main entry point to locating information while at school, has also become an important factor. Through the cataloguing of Internet sites, for example, *OASIS Library* enquiry can direct students to consider a wide range of print, multimedia and online resources.

The course content of the collaborative program reflects the student feedback we received by:
- increasing the need for students to use ICT, particularly the Internet,

at all stages of the information skills process
- extending students' research choices through a Languages assignment that requires higher order thinking, eg. analysing and selecting appropriate information
- promoting more effective use of the Internet through explicit and systematic instruction, at a point of need basis, during Languages lessons, and in as many other subjects as possible
- exploring and increasing students' understanding of *OASIS Library enquiry* by embedding formal instruction as to its use into units of work
- recognising the need to ensure that we train students to consult the human resources available in the school library
- ensuring that the steps of the information skills process are explicitly taught across all KLAs, and supported by student activities, evaluation and information sheets.

As a result of this collaborative teaching partnership between teacher-librarian and teachers, we have achieved a more explicit approach to teaching information literacy for Languages students. We have also clarified further skills that these students need. We are looking forward to the formal, end of year assessment when we shall be collating, comparing and analysing the results of our efforts of how such explicit teaching of the information skills process supports syllabus outcomes. ▪

References and further reading
German syllabus: Years 7-10, p 5. Online ed. (2001) at **The Board of Studies NSW Australia** [website]: http://www.boardofstudies.nsw.edu.au/syllabuses/german_710_%20sy.pdf
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two 2002

This paper develops further the ideas presented in the previous Research columns (Scan vol 21 no 1). The first paper argued that there is a need for teachers and teacher-librarians to focus on an evidence based practice approach. Learning centred, collaborative teaching initiatives do make a real difference to student learning outcomes. Tangible evidences of such initiatives should become the strong voice of the teaching profession. It was also asserted that key people, such a teachers, school executive and community members, need to see explicit local evidence of how collaborative learning communities can enable and foster significant learning outcomes of students.

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Evidence based practice II:
getting into the action

E vidence based practice is part of critically reviewing espoused goals and objectives in relation to learning, and ensuring that student learning outcomes are not only able to be identified, but are acknowledged and celebrated by the school community.

For educators, effective evidence based practice has two dimensions. Firstly, it focuses on the conscientious, explicit and carefully chosen use of current best evidence in making decisions about the performance of day by day teaching and learning.

As established in Part I, evidence based practice in teacher-librarianship revolves around the key question: What differences do our teacher-librarians and their learning initiatives make to student learning? That is, "what are the differences, the tangible learning benefits, defined and expressed in ways that lead a school community to say: 'we need more of this!'?" (Todd, 2002).

> In essence, a curriculum approach based on outcomes and indicators is an evidence based approach.

There is much research evidence already established in the field (as documented in Todd, 2002) that, when coupled with the enormous professional experience and wisdom of teacher-librarians, can contribute to the sound development of meaningful learning experiences for students.

Secondly, evidence based practice aims to demonstrate the tangible power of particular strategies, such as collaboration between teachers and teacher-librarians, to a school's learning goals. Centring on local action and local outcomes, evidence based practice is *best practice*, underpinned by a motivation to establish high quality learning agendas through whole school programs. It is about ensuring that day to day efforts put some focus on not just gathering meaningful and systematic evidence on dimensions of teaching and learning that matter to the school and its support community, but using this evidence to shape and plan teaching and learning initiatives on an ongoing basis.

These evidences will clearly convey that learning outcomes are continuing to improve, and inform the process of their continued improvement. This paper, in particular, focuses on this second dimension. It seeks to address some of the concerns raised in relation to implementing evidence based practice, with a specific focus on the work of teacher-librarians, and to provide some approaches that schools might take in establishing and demonstrating evidence based practice.

> Evidence based practice puts emphasis on student learning outcomes.

Rationale for evidence based practice

Why give attention to evidence based practice? Evidence based practice puts emphasis on student learning achievements. This is clearly in line with syllabus developments across Australia, where emphasis is given to specifying learning outcomes, establishing measurable indicators for these outcomes, and providing feedback to the learning community of the achievement of these indicators.

In New South Wales, each syllabus since the revised English K-6 syllabus (1998) was implemented, has concretely expressed student learning outcomes, and how these outcomes might be evidenced as indicators. In essence, a curriculum approach based on outcomes and indicators is an evidence based approach. Learning outcomes, and indicators of these outcomes, guide classroom teachers in the planning, implementation and assessment of students.

If collaboration between teachers and teacher-librarian is to be seen as integral to students' achievement of learning outcomes, then an evidence based approach provides a rich opportunity for teacher-librarians to ensure that the initiatives of the school library actually make real, tangible contributions to student learning. By focussing on making explicit the learning outcomes, developing systematic approaches to enabling students to achieve these, and identifying the real effects in systematic and documented ways, the contributions of the school library or resource centre move beyond guess work, hunches, casual observations and the anecdotal, to powerful statements of the teacher-librarian's central role in the school. An evidence based approach is directed towards maximising the learning experiences of the students, and ensuring that the day by day actions are goal centred.

A mindset on student outcomes

It is important to reflect on the mindset from which we view evidence based practice. Some teacher-librarians may feel that a focus on evidence based practice questions their professional authority and integrity; that it is an intrusion on their professional role, or curtails the professional freedom they have to manage and direct the library. Evidence based practice is not about 'proving our worth', nor should it detract from getting the day to day work done. The hallmark of a school library in the 21st century is not the teacher-librarian, nor its collections, systems, technology, staffing, or buildings (although we would all acknowledge that these, however, are critical).

It is *actions and evidences* that show what makes a real difference to student learning, and that the teacher-librarian contributes in tangible and significant ways to the development of

> It is *actions and evidences* that show what makes a real difference to student learning

human understanding, meaning making and constructing knowledge.

If we approach evidence based practice from the perspective of self, position, role and authority, then some teacher-librarians may feel uncomfortable. If that is the case, then it is important to identify what is at the cause of this. Are there issues to do with commitment, time, staffing, or not having the skills in working with an outcomes/indicators/evidence approach? Or is it that we are not currently engaged in collaborative teaching and learning processes in the school? Identifying such concerns open up opportunities for ongoing professional development.

If our mindset is on student learning outcomes, then evidence based practice is not about 'proving our worth' or questioning teacher-librarians' professional authority. Rather, it is about demonstrating the vitality of our connections to learning. Even so, proving teacher-librarians' worth more clearly in relation to student learning outcomes is not a bad thing. Quite frankly, it may well be a necessary, and possibly a painful step, that our profession needs to take if its rhetoric is to become reality, and a vital future is to be assured.

Undertaking evidence based practice

Some teacher-librarians may feel that they have to become researchers in order to undertake evidence based practice. Evidence based practice does demand certain precision in identifying learning outcomes, establishing indicators of these, and skills in analysing and synthesising the evidence to establish specific achievements in learning outcomes. There is an enormous body of work in the profession already that has given attention to information literacy

outcomes, and developing indicators of these. These studies should guide the process. For all teachers, the syllabus outcomes are the starting point, so evidence based practice is a natural complement to show specific learning gains.

While I have personally long believed that all teacher-librarians should undertake training in research methods in their professional education, the intellectual skills required to undertake evidence based practice are not formal quantitative and qualitative research methodologies. The statistical analyses need not be complex. Rather, they are the skills of:

- examining student learning goals and needs
- selecting appropriate outcomes
- identifying desired indicators of these outcomes

- establishing systematic approaches to locating and gathering evidence of achieved outcomes
- analysing, organising and synthesising the results
- presenting and celebrating achievement of significant outcomes in the school community
- reflecting on how this continues to inform the ongoing teaching and learning process.

Evidence based practice, then, is about "DEFINING, LOCATING, SELECTING, ORGANISING, PRESENTING and ASSESSING" information (see *Information skills in the school*). The information process that has guided the information literacy initiatives of school libraries, and

which has been the espoused educational platform for almost two decades, is the very process of evidence based practice.

The information process does not claim that educators become formal, hard core researchers in the academic sense. It does ask that teachers and teacher-librarians, like students, be researchers guided by the information process. It does also mean that reflective practices, guided by the available, formal academic research, give some careful attention to: learner assessment and instructional evaluation; documenting, analysing and synthesising the outcomes of collaborative teaching and learning initiatives; and how these outcomes support and enhance the learning goals of the school.

Photograph courtesy of Balgowlah North Public School.

An evidence based approach is directed towards maximising the learning experiences of the students.

Research columns: guidelines for authors

Papers submitted to *Scan* **Research columns** should be approximately 3000 words in length, and based on systematic research methodologies. Papers with a strong information literacy focus are encouraged. **Research columns** is refereed, and papers are subject to formal peer review.

The paper should include the following components:

- What is the practice based problem that forms the research question(s)?
- What does the professional/research literature tell us already about the problem? (Literature review.)
- Aims/context/participants
- Methodology and procedures for gathering data
- Findings/conclusions
- Applications/implications for practice.

Please send the manuscript, in electronic form, to the *Scan* editorial address:

Scan is also interested in publishing additional **Evidence based practice reports** (see pp 27-30 and pp 31-33 in this issue for models). These brief reports are approximately 800-1000 words in length. Please contact the *Scan* editor, Ian McLean, by email, *Ian.McLean@det.nsw.edu.au* to discuss your ideas.
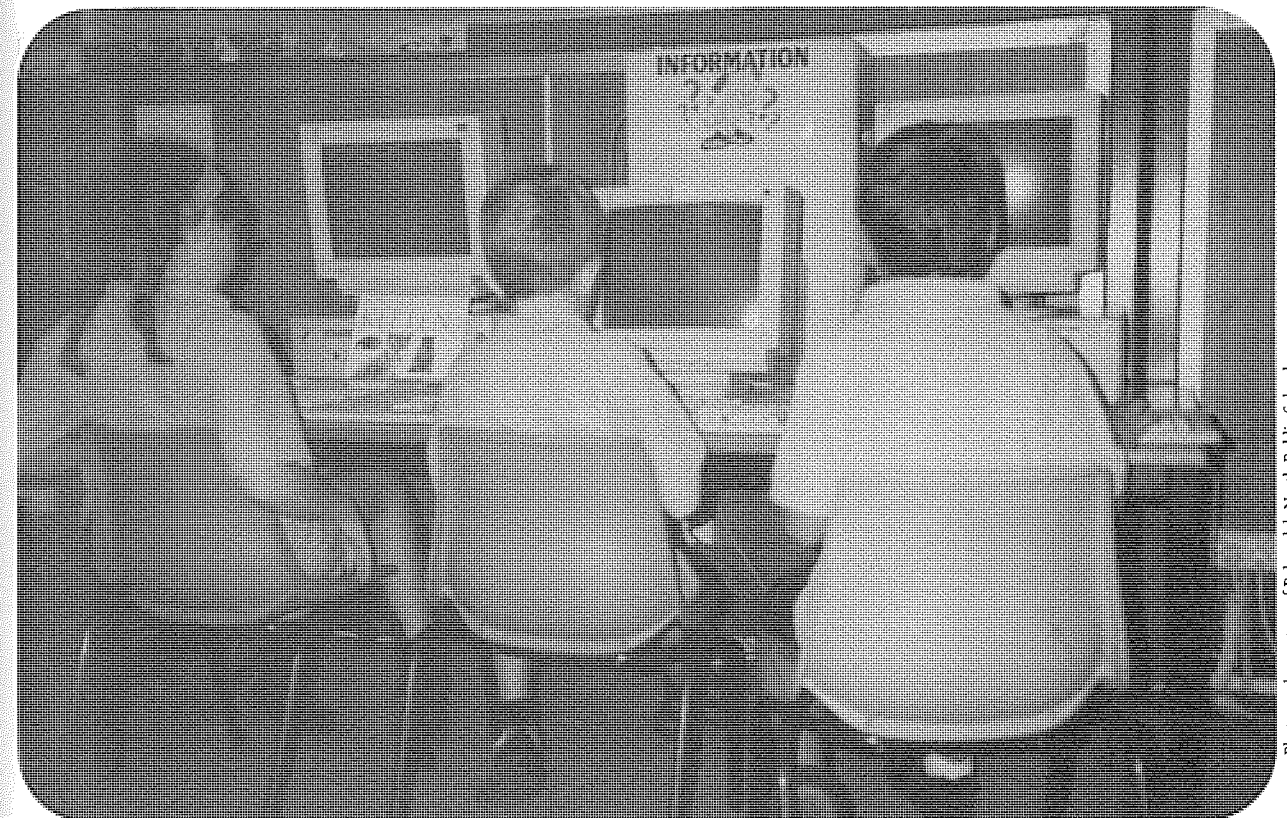
What is important is that evidence is gathered in a systematic way that highlights the learning gains, in terms of a range of information and critical literacies. How did the development of scaffolds enable more effective learning of curriculum content? How did the teaching strategies contribute to the development of new knowledge?

Evidence of achieved outcomes can also highlight how the teacher-librarian plays a role in shaping attitudes and values, in contributing to the development of self concept, and in contributing to a more effective learning environment.

Apart from the tangible outcomes that demonstrate the central role of the school library in learning, evidence based practice provides a wonderful opportunity for teacher-librarians to

model the information process with teaching colleagues. In addition, it provides a basis for targeting time, energies, and scarce resources; and for not doing things that do not work or do not matter. Effective practice that clearly produces intended results is responsive and accountable practice, and one that will provide considerable job satisfaction and build confidence in the central role that the library plays across the school.

> Effective practice that clearly produces intended results is responsive and accountable practice.

Evidence based practice and lifelong learning

Some teacher-librarians may feel that evidence based practice is unrealistic, given the goal of lifelong learning that underpins the development of information literate learners. How can one assess such a goal, how can one provide local and immediate evidence

of a process where some outcomes may not be seen, possibly for many years?

This reflects a misconception of what lifelong learning actually is. Lifelong learning is not some distant end point, it is a process made up of multiple moments in time. Providing learners with a clear understanding of how they, in the formative years of their lives, are actually learning in an information rich environment is fundamental to the work of teacher-librarians, particularly in terms of information literacy outcomes and indicators, providing students with feedback on mastery of skills, and enabling students to refine their learning processes. If the notion of lifelong learning is some elusive rhetoric, and we are unable to provide substance as to how we might enable our students to become lifelong learners through explicit feedback and input along the way, then we are doing considerable disservice to our students. The rhetoric of lifelong learning must not become the scapegoat for not engaging in evidence based practice.

In essence, for teacher-librarians and other educators in collaborative teaching partnerships, evidence based practice is about having the rich, diverse and convincing data that demonstrate that the library is a vital part of the learning fabric of the school; an integral part, rather than peripheral. This must be viewed in the context of sound teaching and learning practice, and in line with the outcomes approach to curriculum across Australia, rather than being seen as a new responsibility imposed on teacher-librarians, or some 'ivory tower' approach to forcing teacher-librarians to prove their worth.

Evidence based strategies

The strategies provided here build on ideas identified by Oberg (2001). Subsequent articles in this and future issues of *Scan* will elaborate such strategies in detail, providing examples of actual practices in schools (see Rasaiah, 2002, pp 28-30, and Thackrey, 2002, pp 31-33). This evidence can and should be both qualitative and quantitative and, in the first instance, emerge out of the range of assessment tasks that students undertake. These tasks can be both formal and informal, and focus on learning processes and learning products, and they can be from multiple perspectives: the teacher-librarian's; the teachers', and the students'.

The assessment strategies can include:

- *simple checklists*, where students check their perceived levels of skills and viewpoints before and after learning tasks

- *rubrics*, where students are scaled according to a set of agreed criteria that clearly defines what range of acceptable to unacceptable performances and/or information products look like

- *conferencing*, either group or individual review activities, where students engage in reflections on their work, on their constructive process, and on benefits, to identify gains and gaps in knowledge and skills

- *journal writing*, where students regularly record responses to their focus on the research process and on the content of their research

- *portfolios*, where students construct a cumulative process of samples of their work (collected over a period of time, matched to curriculum goals and information literacy requirements), work progress reports, products, and self assessments.

Critically analysing accumulated data

However, evidence based practice is not just assessment. Evidence based practice takes assessment to a higher analytical and synthetical level. It involves critically analysing the accumulated data on the basis of measurable indicators, and deriving statements about student learning outcomes from the evidence provided. Included in this evidence would be comparative analyses of assessment scores, examination scores, and other results. What is important for

> Evidence based practice takes assessment to a higher analytical and synthetical level.

teacher-librarians is that such evidence is cumulated, analysed and synthesised so that a learning achievements profile of students engaging in collaborative learning initiatives with the teacher-librarian can be constructed.

It is not only student assessment data that contribute to evidence based practice. Teacher-librarians need to think a little more laterally and reflectively about other sources of available evidence within the school. For example, some attention might be given to analysing the results of national, state, school or grade wide testing programs. Often state results are accompanied by reports on the local school, and sometimes these make explicit suggestions relating to: critical thinking skills; reading abilities; transfer of knowledge to new situations; ability to interpret information; and ability to structure and organise information. Often it is possible to identify how actual class groups have performed, and to correlate these with information skills or reading programs conducted by the library. Across-grade comparisons can identify if there are differences where information literacy programs have been undertaken.

Teacher-librarians need to think more strategically in collecting and using locally available library data. The school library's automated systems can provide data about: circulation of library materials; Internet usage; and class booking patterns. These data can

> Action research projects provide real, creative, and collaborative opportunities for teacher-librarians to initiate and document learning improvements.

be correlated with information literacy or reading programs, test scores, or assignment results, to see if there are patterns that indicate that using the library makes a difference. For example, it might show that the class that has the highest borrowing rates, or the class where collaborative inquiry learning processes have been implemented, has scored higher on reading comprehension or content mastery. Or it might show that collaborative initiatives in science for a particular class resulted in higher overall examination scores when compared to the other science classes.

Action research projects

Action research projects, which are characteristically local, small scale, and collaboratively planned and implemented, are ideally suited to demonstrating evidence based practice. Action research can be described as a family of systematic, investigative approaches which pursue action (or change) and research (or understanding) at the same time. In most of its forms, it does this by using a cyclic or spiral process which alternates between action and critical reflection and, in the later cycles, continuously refining methods, data and interpretation in the light of the understanding developed in the earlier cycles.

At the heart of action research is an identified learning problem, and the developing of a cycle of collaborative planning, acting, evaluating and reflecting to address it. The problem might be low motivation for reading, plagiarism, weaknesses in skills of analysis and synthesis, or it might

Locally available library circulation data can be used to correlate with test scores.

relate to World Wide Web issues, such as those related to technical and evaluative processes. Action research focuses on the question, "How can I help my students improve the quality of their learning?"

As a process, action research is not only collaborative, self reflective, and critical. It is also undertaken by all participants in the inquiry, including the students, and it is documented at all stages of the cycle, including assessment and evaluation. Teacher-librarians, when planning collaborative action research projects, might wish to consult *School Libraries Worldwide*, vol 3 no 2 (1997), which documents a range of perspectives and

strategies on action research. Action research projects provide real, creative, and collaborative opportunities for teacher-librarians to initiate and document learning improvements.

More inventive teacher-librarians might wish to get hold of statistical data that is available from system education offices, or even local census data which provide a range of library data, and see how their school is positioned in terms of state averages, particularly in reference to statewide test data. This may help to identify trends which further demonstrate the library's role in enhancing learning. Other school surveys, such as student surveys of satisfaction with schooling,

Information literacy dimension	Research findings
Connecting with information	• Atkin (1998); Watson (1999): high levels of information overload; inability to manage and reduce large volumes of information. • Bilal & Watson (1998); McNicholas & Todd (1996); Todd (2001): failure to retrieve documents based on aboutness; formulating ineffective search queries; failure to utilise Boolean operators. • Kuhlthau (1991); McNicholas & Todd (1996); Watson (1999): considerable insecurity and uncertainty when searching. • McNicholas & Todd (1996); Kafai & Bates (1997): problems with working with search engines. • Hertzberg & Rudner (1997); Nims & Rich (1998): tendency to conduct simple searches, crafting poor searches; considerable guessing of appropriate terms. • Nims & Rich (1998): high expectation of the technology's ability to make up for poor searing techniques. • Fidel (1999): examine only first screens of most sites. • Schacter, Chung & Dorr (1998): preferred browsing techniques to systematic, analytic based strategies. • Hirsh (1999, 1997): motivation for searching decreases when site load time is slow, especially in relation to graphics and other technical implications.
Interacting with information	• Atkin (1998): coping strategies, eg. filtering, simplification, errors, delegating; feelings of confusion and frustration. • Bilal & Watson (1998); Hirsh (1999): not thinking critically and evaluatively in searching; limited use of thesaurus. • Hertzberg & Rudner (1997): typical user only performs two or three inquiries per search; very small number of citations examined (five to six); abort searches quickly. • McNicholas & Todd (1996); Schacter, Chung & Dorr (1998); Hirsh (1999): inability to judge quality of information. • Watson (1999): inability to question the accuracy of web based information. • McNicholas & Todd (1996); Wallace & Kuperman (1997); Hirsh (1999): not able to judge relevance of information. • Fidel (1999): often inappropriately favouring visual cues; minimalist behaviour, ie. made quick decisions at all stages of search process; looked at pictures rather than textual information as signs of relevance; use of "landmarks" rather than in depth critical analysis of sites to judge relevance and quality.
Utilising information	• McNicholas & Todd (1996): project management issues of time, workload management, and meeting deadlines. • Hertzberg & Rudner (1997): median amount of time spent in searching was five to six minutes; willing to construct answer on limited information; users satisfied to utilise any, somewhat relevant, hit. • McNicholas & Todd (1996): tendency to plagiarise.

Table 1

or surveys related to conceptions of self as a learner undertaken in the school, could be linked with library data, and data from collaborative instruction, to identify trends and patterns.

Some opportunities for evidence-based practice

One key area of evidence based practice that teacher-librarians might focus on relates to students' engagement with information technology. This is a critical learning area, now well documented in formal research. This formal research clearly established a significant number of important learning dilemmas which might form the centre of carefully planned, evidence based practice.

Table 1 (left) highlights some the learning dilemmas faced by students when engaging with the World Wide Web. This literature has been analysed from an information literacy perspective, where information literacy is conceptualised as centering on people: connecting with information; interacting with information; and utilising information; as part of the learning process for knowledge construction. In contrast to the commonly held view that young people are 'gurus' in this vast digital world, the formal research suggests that the intuitiveness, ease, certainty, and success, as input and outcome attributes of searching the World Wide Web, are highly questionable, and highlights significant learning dilemmas in this arena:

As can be seen from the analysis in *Table 1*, students are experiencing a substantial range of learning dilemmas associated with the World Wide Web. Any one of these learning dilemmas provides a rich opportunity for teacher-librarians to intervene and, through collaborative, inquiry centered approaches, working with classroom teachers, they can demonstrate that their practice makes a real difference to student learning. Here is a wonderful opportunity for teacher-librarians to demonstrate the power of an integrated information literacy approach to learning, and to show how their interventions make a positive difference to student learning outcomes.

This does not imply that information technology alone provides the opportunities; opportunities exist with all facets of a school's programs. What is important is that the learning needs are identified, instructional strategies developed, and considerations given to how this will be evaluated. This is evidence based practice. It might be in the form of statistics, or stories, or documented case studies, or analyses of reflective student interviews, or feedback processes. It does not need to be complicated, but manageable, and clear.

Conclusion

Evidence based practice provides teacher-librarians with a rich opportunity to "seize the day". It is about empowering both the learner and empowering the profession. It is about improving learning effectiveness and demonstrating effectiveness. The fundamental skills for collecting and documenting evidence based practice are the very information literacy skills that teacher-librarians assert everyone should have. It is an enormous challenge, and one that will contribute to the longevity and vitality of the profession for years to come. ▦

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from
Professional Support and Curriculum

NSW HSC Online

http://hsc.csu.edu.au/
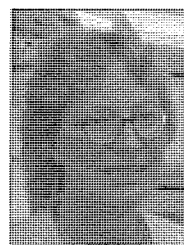
NSW HSC online is a web site that was developed to provide support material for Higher School Certificate students in New South Wales, their teachers, and parents. The range of resources available means that other students and teachers will also find resources of value and relevance. **Sue Martin** *is Senior Curriculum Adviser, NSW HSC Online.*

The idea for the web site that has evolved into *NSW HSC Online* came about when a parent was trying to help his daughter prepare for the HSC exams. Searching the Internet made him realise how much time could be wasted trying to find relevant and accurate information.

The parent, Bernie O'Donnell, is also the Pro-Vice Chancellor of Charles Sturt University (CSU), and he approached the NSW Department of Education and Training (DET) with the innovative proposal for a web site to help HSC students, especially those in regional and isolated areas. A partnership was formed between CSU and DET, with Charles Sturt University assuming responsibility for the technical aspects of development and the Department for content development.

The *NSW HSC Online* web site (SCIS 1031560) was launched in 1997 with support material for six subjects or nodes developed by a small number of experienced Year 12 teachers. Over the next three years, more teachers became involved in the project; by 2000, the web site had material for 28 HSC subjects.

Supporting new HSC syllabuses

In 2000, the web site was evaluated and prototypes for a new site were put out for comment to focus groups of students and teachers. *NSW HSC Online* was completely redesigned, with new material being commissioned to meet the needs of the new HSC syllabuses.

During the evaluations, the students told us that they wanted the list of subjects on the front page. They wanted "stuff" that: was relevant to their specific subjects; and would add to what they did during their lessons. They also wanted a web site that regularly updated its resources.

As a result, the front page for each subject node replicates the syllabus structure. This ensures that students have the total picture for the subjects, even if material is not provided for all areas or topics. This strategy also avoids the risk of students assuming that certain topics "did not count".

On every page, for each subject node, there are six buttons in the top left hand corner. The top two buttons, Syllabus and Exams, provide direct links to Board of Studies NSW syllabuses, support documents and examination papers. This encourages students to take responsibility for their own learning, enabling them to download and print out the Board's syllabus support documents. This is also an easy link for teachers to use.

The other four buttons vary in name and content, having been developed by the individual node teams to contain material of specific relevance to the subject or course, including Internet site reviews written by specialist NSW DET teachers.

The redesigned web site was launched in April 2001 with support material for 23 subjects. By the 2001 HSC examination period, the web site contained material for 38 subject nodes and 58 courses, including four VET curriculum frameworks (Information Technology; Metal and Engineering; Primary Industries; and Tourism and Hospitality). During the 2001 HSC examination period, the web site delivered close to two million pages.

Development of material for new and existing nodes is an ongoing process. By the 2002 HSC examination period there will be an additional four curriculum nodes (Community and Family Studies; Modern Greek; Korean; and Spanish); plus two VET curriculum frameworks (Retail; and Construction). Users should regularly refresh their web browsers to access these new resources as they are added.

Relevant, appropriate and interactive resources

Students and their teachers can be sure that the material on the web site is relevant and appropriate because it has been developed by experienced NSW DET Year 12 teachers and Charles Sturt University academics, and signed off by the Department of Education and Training Chief Education Officer for the relevant Key Learning Area.

The content that has been developed focuses on the more challenging aspects of the HSC courses, and takes advantage of the interactive features provided by the Internet. Here are some examples:

- an *Ecosystems at risk virtual field trip* (SCIS 1081426) to the Minnamurra rainforest for Geography students at: http://hsc.csu.edu.au/geography/ecosystems/case_studies/mmfweb/index.html
- The Dance node contains a series of videos to demonstrate movement, such as *Performance quality applied to the dance* (SCIS 1081434) at: http://hsc.csu.edu.au/dance/core/performance/performance_quality/Tut1control.html
- For French, Chinese, German, Indonesian, Italian and Japanese students there are sound files to support the listening and responding sections of the syllabuses, such as *Personal world: sample listening and responding tasks* (SCIS 1081447) for Japanese Stage 6: *Continuers* at: http://hsc.csu.edu.au/japanese/continuers/individual/personal/personal_list/personallisttasks.html
- Mathematics teachers have developed a number of animations in the Mathematics node to illustrate a range of concepts. *Median regression line* (SCIS 1081442) is demonstrated at: http://hsc.csu.edu.au/maths/general/hsc/data_analysis/da7/median_regression_line/regressionLine.html
- PDHPE is one of the nodes to include a number of interactive quizzes to consolidate student learning, such as *Relating the principles of training to the types of training* (SCIS 1081432) at: http://hsc.csu.edu.au/pdhpe/core2/performance/41/cloze_activity/student_activity.htm

NSW HSC Online was never intended to replace the classroom teacher. It focuses on supplementing the classroom learning. Students studying at home or at school can use the material. The site also has resources that teachers can use in class based learning, research and assignments.

The web site also provides contact details for members of the project team. Since the site was launched in April 2001, students, teachers and parents have used the Contact us button in the menu bar for each node to email curriculum advisers and request support and general advice.

Other online support

In addition to the subject specific content, there are general support resources which make *NSW HSC Online* a useful web site for more than just the Year 12 students and their teachers. For example, from the front page at http://hsc.csu.edu.au users can access Study and exams, which contains information and relevant Internet links to support study and exam techniques.

Beyond the HSC contains a very eclectic range of information and links, including:

- Careers (educational pathways; employment options)
- Education networks (contact details for all tertiary institutions)
- Arts (music; performing; visual)
- Government (contact details both state and federal)
- Libraries (state; federal; international)
- Media (magazines; news; Internet; radio; television; online newspapers).

The new For parents node, also accessible from the front page, was developed at the request of students who wanted information about the HSC to be provided for their parents, caregivers and other community members. For parents was designed to help parents support their children through a challenging time. It is broken down into a number of sections:

- Assessment
- Information gathering
- Getting ready for the examinations
- Living with an HSC student
- Application procedures for tertiary study
- Results
- Life after the HSC.

Additional support in 2002

In 2002 some subjects will hold forums for students to participate in discussions on targeted aspects of specific subjects.

The HSC support articles, written by members of the *NSW HSC Online* project team, will again be published in a number of metropolitan and regional newspapers in Term Three. These subject specific articles focus on strategies and guidelines to help students as they prepare for the trials and final HSC examinations.

NSW HSC Online provides high quality resources developed by talented and professional teachers to support the HSC preparation of Year 12 students. ■

CBCA 2002 Shortlisted finalists in the Children's Book of the Year Awards

The Children's Book Council of Australia (CBCA) have announced the following nominated books as being on the shortlist for the 2002 Children's Book Of The Year Awards:

Early Childhood

- BRIAN, Janeen (illus Stephen Michael King) *Where does Thursday go?* Scholastic Australia (Margaret Hamilton) SCIS 1062413, reviewed *Scan* 21(2)
- DUMBLETON, Mike (illus Terry Denton) *Passing on.* Random House Australia, SCIS 1050996, reviewed *Scan* 21(1)
- GRAHAM, Bob (illus Kim Gamble) *"Let's get a pup!"* Walker Books Australia, SCIS 1054717, reviewed *Scan* 21(1)
- OLIVER, Narelle *Baby Bilby, where do you sleep?* Lothian, SCIS 1035985, reviewed *Scan* 21(1).

Books for Younger Readers

- FIENBERG, Anna (illus Kim Gamble) *Joseph.* Allen & Unwin, SCIS 1060330
- FRASER, Janine M. (illus Kim Gamble) *Sarindi and the lucky bird.* HarperCollins (Angus&Robertson), SCIS 1038046, reviewed *Scan* 20(4)
- GREENWOOD, Kerry *A different sort of real: the diary of Charlotte McKenzie, Melbourne 1918-1919.* Scholastic Australia (My story), SCIS 1066240
- HARRIS, Christine *Jamil's shadow.* Penguin Books Australia (Puffin), SCIS 1058540, reviewed *Scan* 21(2)
- HEFFERNAN, John (illus Andrew McLean) *My dog.* Scholastic Australia (Margaret Hamilton), SCIS 1034046, reviewed *Scan* 21(2)
- HIRSCH, Odo (illus Andrew McLean) *Have courage, Hazel Green!* Allen & Unwin, SCIS 1064512.

Books for Older Readers

(These books are for mature readers)

- BRUGMAN, Alyssa *Finding Grace.* Allen & Unwin, SCIS 1048542, reviewed *Scan* 21(2)
- HARTNETT, Sonya *Forest.* Penguin Books Australia (Viking), SCIS 1058638, reviewed *Scan* 21(2)
- HIRSCH, Odo *Yoss.* Allen & Unwin, SCIS 1048679
- HORNIMAN, Joanne *Mahalia.* Allen & Unwin, SCIS 1038342
- WILD, Margaret *Jinx.* Allen & Unwin, SCIS 1060961
- ZUSAK, Markus *When dogs cry.* Pan Macmillan Australia, SCIS 1063822.

Eve Pownall Award for Information Books

- BARLOW, Maisie [Yarrcali] (illus Michael [Boiyool] Anning) *Jirrbal, rainforest Dreaming stories.* Magabala, SCIS 1067539
- DALE, Kim *Eyes in the dark.* Lothian, SCIS 1067520, reviewed *Scan* 21(2)
- HILL, Anthony *Soldier boy: the true story of Jim Martin, the youngest Anzac.* Penguin Books Australia, SCIS 1038218
- LAWRENSON, Diana *Guide dogs: from puppies to partners* Allen & Unwin, SCIS 1035091, reviewed *Scan* 21(2)
- OLIVER, Narelle *Baby Bilby, where do you sleep?* Lothian, SCIS 1035985, reviewed *Scan* 21(1)
- PAPUNYA SCHOOL (text Nadia Wheatley) *Papunya School book of country and history.* Allen & Unwin, SCIS 1058501, reviewed *Scan* 21(2).

Picture Books

(Some of these books may be for mature readers; arranged alphabetically by illustrator)

- GREDER, Armin (text Libby Gleeson) *An ordinary day.* Scholastic Australia, SCIS 1054716, reviewed *Scan* 21(1)
- HOBBS, Leigh *Horrible Harriet.* Allen & Unwin, SCIS 1063004
- McLEAN, Andrew (text John Heffernan) *My dog.* Scholastic Australia (Margaret Hamilton), SCIS 1034046, reviewed *Scan* 21(2)
- PAPUNYA SCHOOL (text Nadia Wheatley) *Papunya School book of country and history.* Allen & Unwin, SCIS 1058501, reviewed *Scan* 21(2)
- SPUDVILAS, Anne (text Nette Hilton) *In my backyard.* Lothian, SCIS 1054721, reviewed *Scan* 21(2)
- TAN, Shaun *The red tree.* Lothian, SCIS 1054719.

Remember that there is now a different entry process for Picture books. From 2001, all books are entered in one of the other categories, with publishers indicating if they wish a particular book to be considered for Picture book of the year. The CBCA judges have the ultimate responsibility for selecting these entries from all books submitted for the Awards.

The winners will be announced on Friday 16th August, 2002. Book Week commences 17th August. The theme is *Book Week: Book feast.* Visit the official *Children's Book Council of Australia* web site at: www.cbc.org.au/

Reviews of many of the shortlisted books are already available in Scan and online. Go to the *School libraries: empowering learning* web site at www.det.nsw.edu.au/schoollibraries and from the home page follow the path: Teaching and learning, then Book Week, then Book Week 2002.

Additional reviews will be uploaded to the site as they come to hand. ◼

Briefly...

Grants for Writers & Illustrators to visit schools

The New South Wales Branch of the Children's Book Council of Australia promotes Australian children's literature through its *Aloud* program, which helps to cover the professional visit fees for writers and illustrators and to contribute towards travel costs. CBCA NSW has gained funds from the NSW Ministry for the Arts to help schools to afford to pay writers and illustrators visiting schools.

Schools do not have to be in the Priority Schools Program to qualify. For an *Aloud program* application form, fax 02 9810 0737, message phone 02 9818 3858, or email nsw@cbc.org.au

BURKE & WILLS: from Melbourne to myth

A major travelling exhibition, focussing on the legendary 19th century expedition that crossed Australia from south to north, opens at the National Library of Australia on 27 March 2002. The exhibition continues to the Art Gallery of South Australia from 21 June – 18 August and the State Library of Victoria from 13 September – 24 November.

Drawing on the National Library's own material and a large number of institutions and private collections, the Library has gathered together the most interesting artworks, relics, scientific specimens, letters and journals produced before, during and after Burke and Wills' ill fated journey. As a National Library initiative, William Wills' diary, held in the Library's collection, will be available for the first time online. Visit www.nla.gov.au to view the transcript and the digitised manuscript.

For further information, contact Jennifer Underwood, Director Communications and Marketing, National Library of Australia, phone 02 6262 1252 or 0403 263 656.

AFI Young Film Critics competition

The Australian Film Institute invites all NSW and Victorian senior secondary school students to participate in the AFI Young Critics Competition. Students from Years 10-12 are invited to send in an analytical review of 250-500 words on a film of the student's choice. The review should be written about a fiction, feature length film that has been theatrically released (shown commercially in a cinema) or is available on videocasette or DVD. The target audience for the review is the general public.

Competition dates are: 15 April - 28 June (Victoria) and April 29 - 5 July (NSW). To assist students in developing an understanding of analytical writing, a Writing a review lesson plan is available from www.afi.org.au/education

For further details contact: Jane Susak, Education Coordinator, Australian Film Institute, phone 03 9695 7210 or email jsusak@afi.org.au ◼

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Reviews of some less recent print publications are occasionally included where they have not been previously available in Australia, or have not been reviewed before and address a significant priority area. Information about reviewers for this issue can be found at the end of the review section. Classification given in *Scan* for non fiction material is the 13th Abridged Dewey, although when ordering SCIS cataloguing records, the 13th or 21st may be specified. Many more reviews than we publish in *Scan* go onto the DET web site <http://www.schools.nsw.edu.au>. Site reviews and some other resource reviews for a number of HSC syllabuses are also available on NSW HSC online <http://hsc.csu.edu.au>.

USER LEVELS are given in stages as follows:

Early Stage 1	(for Preschool/Early Childhood)
Stage 1	(for Lower primary)
Stage 2	(for Middle primary)
Stage 3	(for Upper primary)
Stage 4	(for Lower secondary)
Stage 5	(for Middle secondary)
Stage 6	(for Upper secondary)
Community	(for Community/Parent/Adult)
Professional	(for Teachers)

The category KLA is intended to provide a guide as to which Key Learning Area the resource supports. These, and the USER LEVEL, should only be used as a guide, as many resources transcend age and subject barriers.

The following symbols indicate the Key Learning Area used by the NSW Board of Studies:

CA	Creative Arts
English	English
HSIE	Human Society & Its Environment
Languages	Languages other than English
Mathematics	Mathematics
PDHPE	Personal Development/Health/Physical Education
Science	Science (secondary)
ST	Science & Technology (primary)
TAS	Technology & Applied Studies (secondary)
and	
VOC ED	Vocational Education
CEC	in front of a syllabus denotes that it is a Content Endorsed Course.

The subheading ABSTRACT indicates this resource is described rather than evaluated.

All prices in the availability statement include GST.

All references to HSC syllabuses are now specific to new HSC syllabuses. Courses are referred to by their syllabus title in the review eg. Aboriginal Studies: Stage 6. In the SYLLABUS descriptor, they will be followed by 'Stage 6', with any relevant delineations following a colon eg English Stage 6: Standard. Core topic and option topic titles within syllabuses are italicised in a review.

Guest Internet site editor: Sally Rasaiah

Reviews of Internet sites

Sites are listed in Dewey order. Reviews of Internet sites which support Literacy would appear at the beginning of **Literacy resources**. Those reviews which note links to other sites, especially as a major part of the site, will require additional exploration time by teachers to verify specific curriculum applications relevant to their classes. The **USER LEVEL** descriptor, **Professional**, is a pertinent reminder of such issues. Please note that changes happen daily on the Internet. Sites come and go. We cannot guarantee that the following sites are permanent or are structured as they were when reviewed.

From this issue, the title shown is the web page title as used by SCIS. Where a web site has an alternative meta or bookmark title, this follows the screen title in parentheses. The Dewey number appears in square brackets between REVIEW DATE and SCIS number. To search for site reviews alphabetically by title, please refer to the index at the back of this *Scan*.

Welcome to the IT Skills Hub: the springboard to your IT destination (Information technology jobs, training, news, and IT industry resources)
http://www.itskillshub.com.au/

The changing nature of information technology can be a barrier for students looking at career pathways in such an enterprising industry. The case studies provided on this site in **Youth hub**, **Starting out**, provides interesting profiles of young men and women in IT who have already studied in a diverse range of degree programs. A story which offers opportunities for critical appraisal of gender issues in IT careers is that of a female computer games designer. Courses and contacts are highlighted. Information technology students will find access to job search sites, hints on online resumés and a directory of courses with an option to register as a member. Careers advisers will find this site a credible source of information for their students. E. Kesby

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	TAS; VOC ED
SYLLABUS:	Work Education Stage 5; CEC Work Studies Stage 6
SCIS SUBJECTS:	Information technology - Careers; Information technology - Training
KEYWORDS:	Careers; information technology; resumé
PUBLISHER:	IT Skills Hub, Melbourne
REVIEW DATE:	19/3/02 [004.023] SCIS 1075324

Hello World!
http://www.latech.edu/~acm/HelloWorld.shtml

The *Hello World* program is often used as the first example programmers meet when being introduced to a new language. This site contains examples in over 200 different languages. The samples are collected from many sources and vary in quality. Often there are alternative variations of the same thing, clearly illustrating that even simple programming problems can have multiple solutions. Organised alphabetically by language, there are sections for 4GL languages. A *Hello World* macro can be created in *Microsoft Word*. The site provides a useful source of sample code for comparing languages from different programming paradigms in Option 1, *Evolution of programming languages*, in Module 9.4.1 of the *Software Design and Development: Stage 6 syllabus*. B. Sampford

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Software Design & Development Stage 6
SCIS SUBJECTS:	Programming languages (Computers)
KEYWORDS:	Programming code
PUBLISHER:	Association for Computing Machinery, USA
REVIEW DATE:	19/3/02 [005.13] SCIS 1064260

The language guide
http://www.engin.umd.umich.edu/CIS/course.des/cis400/

Authoritative and well referenced, and covering 40 different programming languages, this is an extremely valuable site for study of Module 9.4.1: Option 1, *Evolution of programming languages*, in the *Software Design and Development: Stage 6 syllabus*. Languages covered are third and fourth generation and include examples from imperative, object orientated, logic and functional paradigms. Web languages, such as HTML and XML, are included. A consistent layout covers: History; Significant language features; Areas of application; Sample programs; Related links; Printed references; and acknowledgements for each language. These provide good models for discussion of copyright issues. Explanations are clear and concise, though students may need help in interpreting some of the language features. B. Sampford

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Software Design & Development Stage 6
SCIS SUBJECTS:	Programming languages (Computers)
KEYWORDS:	Computer programming languages
PUBLISHER:	University of Michigan, USA
REVIEW DATE:	18/3/02 [005.13] SCIS 1064273

Picture your processes with Visio 2002 flowcharts
http://office.microsoft.com/assistance/2002/articles/spotlight1_July00.aspx

Visio 2002 is a versatile Microsoft CASE tool, useful for producing the flowcharts and other diagrams needed by students working on Topic 9.2.2, *Planning and design of software solutions*, to create the necessary documentation for study of the *Software Design and Development: Stage 6 syllabus*. Fit the flowchart to your process displays flowchart sample types and their purposes. The basic flowchart for producing algorithm descriptions and the data flow diagram are the most relevant. Tips: working with large flowcharts demonstrates connection, layout, navigation links and tips for handling large flowcharts. Clear, precise instructions and good use of graphics make this a valuable learning tool for anyone new to this product. B. Sampford

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Software Design & Development Stage 6
SCIS SUBJECTS:	Computer graphics; Microsoft Visio 2002 (Computer program)
KEYWORDS:	Data flow diagrams; flow charts
PUBLISHER:	Microsoft Corporation, USA
REVIEW DATE:	18/3/02 [006.6] SCIS 1064432

Dewey to the rescue!: a multimedia tour of the Dewey Decimal Classification
http://www.oclc.org/dewey/about/ddctour/index.htm

Teacher-librarians who are introducing or reinforcing the Dewey Decimal Classification (DDC) to students could investigate this site, which emanates from the publishers of the DDC. It can be used to support explicit teaching of how to locate and select information in learning contexts across all key learning areas. The lively, multimedia tour covers most DCC features, including how and why information is managed, and DCC's origins. The site initially lends itself to a whole class introduction with a data projector. This could then be followed up by self paced student work at individual computers. At the completion of the tour, students can undertake an interactive quiz. The site requires *Flash player* to be installed. N. Paull

USER LEVEL:	Stage 2 Stage 3 Professional
SCIS SUBJECTS:	Dewey Decimal Classification
KEYWORDS:	Dewey
PUBLISHER:	Forest Press, USA
REVIEW DATE:	19/3/02 [025.4] SCIS 1065167

Sprocketworks (Welcome to sprocketworks)
http://www.sprocketworks.com/

Easily understood, quality animations, are used extensively on this site to explain and explore a variety of history and science topics. The coverage is somewhat eclectic, with **Space**, **Ships**, **US history** and **Oceans** being featured, along with **Horses**, **Birds**, and **Music**. The animated sequences are useful adjuncts to units of work, but teachers would need to explore the content of each topic to ensure relevance. Students will be keen to browse through the engaging animations, some of which take time to load. N. Paull

USER LEVEL:	Stage 3 Stage 4
KLA:	HSIE; Science; ST
SYLLABUS:	History Stages 4-5; HSIE K-6; Science & Technology K-6; Science Stages 4-5

SCIS SUBJECTS:	General knowledge
KEYWORDS:	Animals; animations; chemistry; history; music; oceans; space
PUBLISHER:	Animatrix, USA
REVIEW DATE:	19/3/02 [030.2]　　　SCIS 1065334

Global trends in population and human development
http://www.wri.org/enved/poptrends.html

Part of a larger site on sustainable development, this section refers specifically to World population growth. Current population trends and projections, and the concept of population stabilisation are discussed. Web site URLs are provided for additional sites which contain detailed information on these issues, however teachers would need to allow time to asses the curriculum relevance of these linked sites. Fertility rates and female literacy, life expectancy and demographic transition are discussed in detail, as these are assumptions by which population growth is determined. Graphs illustrating population trends are easy to read and quickly downloaded. The site will assist students examining population growth in 5A4 *Australia in its regional and global context* and E5 *Development geography* of the *Geography: Stages 4-5 syllabus*, and 8.2.2 *Global challenges* in the *Geography: Stage 6 syllabus*. A. Frost

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Geography Stages 4-5; Geography Stage 6
SCIS SUBJECTS:	Population
KEYWORDS:	Population
PUBLISHER:	Education Centre, World Resources Institute, Washington, D.C.
REVIEW DATE:	19/3/02 [304.6]　　　SCIS 1073607

Australian Human Rights and Equal Opportunity Commission: information for students
http://www.hreoc.gov.au/info_for_students/index.html

This outstanding site for students and teachers deals sensitively, yet thoroughly, with human rights and social justice. Presented in simple and uncomplicated language, the site provides students with unbiased answers to commonly asked Questions. Human rights is defined, and the Convention on the Rights of the Child and Declaration on the Rights of the Child are included, which support *Social systems and structures* substrands of *HSIE: K-6 syllabus*. Navigation is either via the sidebar menu or the Sitemap. A hypertext listing of contents facilitates the selection of reports, such as *Bringing them home: the Stolen Generation*. Links are provided to sites dealing with specific types of discrimination, and time is required to verify the curriculum relevance of these. The site promotes civic participation amongst students in human rights issues through the *Youth Challenge*, accessed in Information for teachers. L. Singleton

USER LEVEL:	Stage 3 Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Aboriginal Studies Stage 6; HSIE K-6; History Stages 4-5
SCIS SUBJECTS:	Civil rights; Social justice
KEYWORDS:	Human rights; Stolen Generations
PUBLISHER:	Human Rights and Equal Opportunity Commission, Australia
REVIEW DATE:	19/3/02 [305]　　　SCIS 1079250

Women's life in Greece and Rome (WLGR)
http://www.stoa.org/diotima/anthology/wlgr/

A series of primary source documents at this site provides information related to women in the Greek and Roman worlds. Sources are taken from ancient Roman laws, philosophers, writers, histories and legal papyri and cover such topics as: Private life; Occupations; Religion and Legal status. These provide an excellent collection of information on Roman and Greek society for students and teachers. The sources date from the eighth century BC to the fourth century AD and reflect the changes in women's status over the centuries. The site is easy to navigate and provides a link to Diotima, a study of women and gender in the ancient world, including Greek and Roman women. These sources would need to be assessed for curriculum relevance. R. McDowall

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6
SCIS SUBJECTS:	Greece - Social life and customs - History; Roman - Social life and customs - History; Women in Greece - History; Women in Rome - History; Women - Social conditions - History
KEYWORDS:	Greek women; Roman women
PUBLISHER:	Diotima, USA
AUTHOR:	Fant, M. B. & Lefkowitz, M. R.
REVIEW DATE:	19/3/02 [305.40938]　　　SCIS 1069040

Chronology on the history of slavery and racism
http://innercity.org/holt/slavechron.html

Detailing the chronology and history of slavery in the USA from 1619 to its outlawing in the 1860s, this site is an important source of information for the depth study, *The trans-Atlantic slave trade* in the *Modern History: Stage 6 syllabus*. A predominantly text based site with occasional images and original documents compiled from archive, library and Internet source documentation, this timeline of slavery reflects the history of racism. The hypertext links guide the user to additional sources of information, and time would need to be allocated to verify the curriculum relevance of these linked sites. Comprehensive detail makes this a valuable site for the study of one aspect of slavery, the American experience. Supplementary support is needed to ensure appropriate understanding of the role of European, African and Arab traders in supplying the slaves. C. Dorbis

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Modern History Stage 6
SCIS SUBJECTS:	Afro-Americans - History; Racism - History; Slavery - History; United States - Race relations
KEYWORDS:	Racism; slave trade; slavery
PUBLISHER:	Eddie Becker, USA
REVIEW DATE:	19/3/02 [306.3]　　　SCIS 1074529

Black Panther
http://www.blackpanther.org/

The Dr. Huey P. Newton Foundation seeks "to empower all people, but especially urban youth, to be builders of a true global community". Described as a "community based, non-profit research, education, and advocacy centre dedicated to fostering progressive social change", main sections include: Ten-Point Program; Vision; Legacy; There is no new Black Panther Party;

and short biographies of speakers David Hilliard and Fredrika Newton. The site is a good starting point for students seeking an understanding of the legacy of the radicals, as they were known, of the Civil Rights Movement. The information supports the teaching of the depth study, A12, *The Civil Rights Movement in the USA in the 1950s and 1960s* from the *Modern History: Stage 6 syllabus*. C. Dorbis

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Modern History Stage 6
SCIS SUBJECTS:	Afro-Americans - Civil rights; Black Panther Party; Huey P. Newton Foundation; Newton, Huey P.; United States - Race relations
KEYWORDS:	Black Panther; civil rights; Newton
PUBLISHER:	Huey P. Newton Foundation, USA
REVIEW DATE:	19/3/02 [322.4]　　　SCIS 1074561

SNCC 1960-1966: six years of the Student Nonviolent Coordinating Committee
http://www.ibiblio.org/sncc/index.html

When African American college students were refused service in North Carolina in 1960, a wave of sit-ins in college towns across the South was sparked. The Student Nonviolent Coordinating Committee (SNCC) was created to coordinate these peaceful protests, support their leaders, and publicise their activities. Over six years (1960-1966) the SNCC was a key organisation in the Civil Rights Movement in the USA. Containing Issues, People, Events, Vietnam, Feminism and Black Power, this site is a comprehensive introduction to this organisation's early years. Links provide further information, and curriculum relevance of these sites would need to be ascertained. This site supports the depth study, A12, of the *Modern History: Stage 6 syllabus: The Civil Rights Movement in the USA in the 1950s and 1960s*, with particular reference to the use of non violence to achieve civil rights objectives. C. Dorbis

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Modern History Stage 6
SCIS SUBJECTS:	Afro-Americans - Civil rights; Racism; Student Nonviolent Coordinating Committee; United States - Race relations
KEYWORDS:	civil rights; non-violence; peaceful protests
PUBLISHER:	SNCC, USA
REVIEW DATE:	19/3/02 [323.1]　　　SCIS 1074823

Job guide 2002
http://www.jobguide.detya.gov.au/

The book version of this massive database of jobs has been familiar to students and teachers. This online version is easy to navigate with a straightforward search facility, with keyword or advanced search option. The value to students using this format is that specific training requirements for employment in any state or territory in Australia can be accessed quickly and easily, and contact with employers can be made online. Careers, Training, VolunteerSearch and Wagenet are some of the facilities which make this site valuable for students. Jobs are updated every twenty minutes. E. Kesby

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE; VOC ED
SYLLABUS:	Work Education Stage 5; CEC Work Studies Stage 6
SCIS SUBJECTS:	Careers; Employment; Vocational guidance
KEYWORDS:	Careers; employment; job guide
PUBLISHER:	Commonwealth Department of Employment and Workplace Relations
REVIEW DATE:	19/3/02 [331.7]　　　SCIS 974462

Coastcare: coasts and oceans (Coastcare home page)
http://www.ea.gov.au/coasts/coastcare/

The Coastcare program, which encourages community involvement in the protection, management, and rehabilitation of Australia's marine and coastal environments, is outlined in this useful, easily navigated site. An overview of the program and current information on Coastcare activities is presented in About Coastcare. The information here is appropriate for students learning about community environmental groups in the focus area 4G4 *Global citizenship* in *Geography: Stages 4-5 syllabus*. Information on applying for a Coastcare grant to rehabilitate coastal environments is provided in Coastcare guidelines. Case studies are relevant to focus areas 4G3 *Managing global environments* and 5A3 *Issues in Australian environments* in the *Geography: Stages 4-5 syllabus*. Site index links the user to further environmental sites, and teachers would need to allow time to check the syllabus relevance of these sites. A. Frost

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	Geography
SCIS SUBJECTS:	Coasts – Australia – Environmental aspects; Nature conservation
KEYWORDS:	Coasts; environmental management
PUBLISHER:	Environment Australia
REVIEW DATE:	19/3/02 [333.91]　　　SCIS 1072823

Promoting broad-based sustainable development through tourism... (Community development)
http://www.igc.org/csdngo/tourism/tourdial_comm.htm

An informative, clearly presented and easily navigated paper on how Tourism may be used to promote sustainable development while maintaining the integrity of local cultures, and protecting the environment. Numerous issues associated with sustainable tourism are discussed; including globalisation, marketing, Agenda 21, natural resource limitations, and impacts on indigenous cultures and wildlife. Detailed strategies for initiating, maintaining, and empowering local communities in sustainable development, tourism and environmental management by global, national, and local agencies are provided. This would promote an appreciation of grass roots environmentalism and citizenship in the Stage 4 mandatory focus areas in the *Geography: Stages 4-5 syllabus*, and 8.2.2 *Global challenges* in the *Geography: Stage 6 syllabus*. A. Frost

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Geography Stages 4-5; Geography Stage 6
SCIS SUBJECTS:	Ecotourism; Tourism industry – Environmental aspects
KEYWORDS:	Ecotourism; sustainable tourism
PUBLISHER:	UN CSD NGO Steering Committee, USA
REVIEW DATE:	19/3/02 [338.4]　　　SCIS 1072884

McDonald's Australia
http://www.mcdonalds.com.au/home

From the commercial home page for this chain of family restaurants is MacYourCareer, a recently added feature designed to help young people find out about the retail industry, writing resumés and cover letters, and helpful tips on interview techniques. Animated movies and Virtual world reveal interactive scenarios about career choices and job applications. Logging in as a visitor, users can follow the

prompts to write a resumé and a cover letter in an interactive exercise, choosing a style to suit and then printing it, without the need to sign in. This is a secure process. Learning job application skills in the classroom is made stimulating for students with the use of graphics and sound. All information given on this site is Australian and meets the needs of its target audience. E. Kesby

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE; VOC ED
SYLLABUS:	Work Education Stage 5; CEC Work Studies Stage 6
SCIS SUBJECTS:	Food industry - Australia; McDonald's Australia
KEYWORDS:	Cover letter; interview; job application; resumé; retail
PUBLISHER:	McDonald's Australia
REVIEW DATE:	19/3/02 [338.7] SCIS 1079275

Pacific Dunlop
http://www.pacdun.com

Pacific Dunlop management has attempted major asset and capital reorganisation, resulting in a shift in direction, with attempts to narrow its focus by off loading non performing divisions. For this reason, the company represents an excellent case study choice for the topic *Business management and change* of the *Business Studies: Stage 6 syllabus* The company's two major business units are instantly recognisable with brand names such as Goodyear, Dunlop, Beaurepaires and **Ansell Healthcare**. All the information required by teachers using the site is easily located including **History, Company information for investors** and **Financial performance**. Financial reports provide ready made data for teachers to construct learning activities for the *Financial planning and management* topic. Second level information appears in a narrow column that is difficult to navigate on a small screen and the white text on coloured background makes printing information difficult. N. McFayden

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Business Studies Stage 6
SCIS SUBJECTS:	Australia - Industries
KEYWORDS:	Pacific Dunlop
PUBLISHER:	Pacific Dunlop Ltd, Australia
REVIEW DATE:	19/3/02 [338.7] SCIS 1066353

Rebecca Yaffe Textile Design: hand dyed, handpainted, limited edition fabrics and fiber installations
http://www.rebeccadesign.com/index.html

Ostensibly an online shopping site for US designer Rebecca Yaffe, this site provides plenty of inspiration for those Textile and Design students wishing to explore the medium of textile dyeing. Clicking on coloured samples on the main menu leads to illustrations of the benefits of experimentation and theme work. **Catalog** provides access to images of Rebecca Yaffe's work on the natural fibres of silk and cotton. **Gallery** contains a stunning array of fine art pieces both as close up detail and in situ. Thumbnail images lead to larger graphics. **Links** provides access to other textile sites, but time would be required to verify their curriculum relevance. R. Thompson

USER LEVEL:	Stage 6 Community Professional
KLA:	TAS
SYLLABUS:	Design & Technology Stage 6; Textiles & Design Stage 6; Visual Arts Stage 6
SCIS SUBJECTS:	Rebecca Yaffe Textile Design (Firm); Textile design; Textile industry – United States

KEYWORDS:	Fabric; hand painted; textile design
PUBLISHER:	Rebecca Yaffe Textile Design, USA
REVIEW DATE:	18/3/02 [338.7] SCIS 1049116

Biomass energy (Biomass energy at the University of Adelaide)
http://www.gisca.adelaide.edu.au/~lzimmerm/uofabioenergy/bioenergy.html

Biomass as a source of energy in developed countries is looked upon as being an emerging technology. The Faculty of Agricultural and Resource Sciences is seeking to take a leading role in the development of biomass energy within Australia and has set up this site as a means of improving the understanding of the potential of this underdeveloped resource. This page consists of a succinct discussion of biomass energy and lists the sources of this energy, some of which are already being utilised. Further discussion of this energy source can be found by following links to **Bioenergy and the environment** and **Industry development**. P. Thompson, R. Thompson

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Agriculture Stage 6; Design & Technology Stage 6
SCIS SUBJECTS:	Energy resources
KEYWORDS:	Appropriate technology; biomass; emerging technology
PUBLISHER:	University of Adelaide
REVIEW DATE:	18/3/02 [338.793] SCIS 1049153

NSW Department of Industrial Relations
http://dir.nsw.gov.au/

Commerce and Business Studies teachers and careers advisers should find this site valuable for investigating a range of issues with their students, including: **Awards online**; **Women at work**; **Workplace safety**; **Aboriginal and Torres Strait Islander information** and **Young workers**. Senior students needing information about part time and casual working conditions and workers' rights and responsibilities, will find assistance on this state government site. Safety and discrimination issues are covered in **My workplace. FAQs** provides additional help. For a more individual enquiry, the Award Enquiry Service national telephone number is provided. E. Kesby

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	HSIE; VOC ED
SYLLABUS:	Work Education Stage 5; CEC Work Studies Stage 6
SCIS SUBJECTS:	Employment - New South Wales; Industrial relations - New South Wales; New South Wales. Department of Industrial Relations. Wages; Work force - New South Wales
KEYWORDS:	Award; industrial relations; workplace safety
PUBLISHER:	Department of Industrial Relations, NSW
REVIEW DATE:	19/3/02 [354.9] SCIS 1079239

Sydney for kids
http://www.sydneyforkids.com.au/teachers_reference.htm

A comprehensive directory of school excursion venues can be found at this regularly updated, easily navigated site. The main page allows access to two main sections: **Pre-school and playgroup excursion reference** and **K-12 teachers' reference of school excursions**. The venues are then further divided into: **Animals; Art galleries and**

theatres; Historical places; **Museums and scientific places; Outdoors and environmental studies;** and **Transport**. Each category displays a number of venues with descriptions of the excursion, complete with relevant information on age, suitability, cost, syllabus links, any resources or educational kits available and the contact details pertaining to it. **Family fun, Charities** and **Photo gallery** are other interesting pages. Information on this site supports teachers when planning activities across a range of KLAs and syllabuses. J. Eade

USER LEVEL:	Community Professional
SCIS SUBJECTS:	Excursions; Sydney
KEYWORDS:	Excursions; Sydney
PUBLISHER:	Wendy Preston
REVIEW DATE:	19/3/02 [371.3] SCIS 1079251

SOFweb's virtual classroom: just for kids! (Welcome to the virtual classroom)
www.sofweb.vic.edu.au/students/kids/vclass/index.htm

Teachers and students alike will find this an invaluable site to access relevant information about a range of subjects. Relating to Victorian Education curriculum areas, many of the sections do support the NSW syllabuses. The home page consists of an animated classroom with links to **Language; Technology; Art; Maths; Science; Health and PE; English** and **Society and environment**. Each subject leads to a selection of suitable sites and time would be required to determine the curriculum relevance of all of these sites. **Discussion room**, where topics pertaining to teaching and learning are displayed in a question and answer format, could be of interest to teachers. J. Eade

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Professional
SCIS SUBJECTS:	Art; Education, Secondary; English language; Health; Languages; Mathematics; Physical education; Social sciences; Technology
KEYWORDS:	Virtual classroom
PUBLISHER:	Victoria Department of Education and Training
REVIEW DATE:	18/3/02 [373] SCIS 1079345

The Elizabethan costuming page
http://www.dnaco.net/~aleed/corsets/general.html

Many aspects of Elizabethan dress and costuming are described at this site. English, Drama, History and Textiles and Design students should find this a comprehensive coverage of Elizabethan clothing. A wonderful array of men and women's outer garments is presented. There is also information on underwear, **Hats & headwear**, cosmetics, shoes, gloves and other **Dress accessories**. Written information is frequently supplemented with excellent pictorial resources making this a fascinating collection of online reference materials. **Costume patterns** and instructions for making replicas are also available. The vast number of links requires a good deal of browsing time, but this can be enjoyable and rewarding. Teachers should allow time to check the syllabus relevance of these linked sites. C. Sly

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA; English; TAS
SYLLABUS:	Drama 7-10; Drama Stage 6; English 7-10; English Stage 6; Textiles & Design 7-10; Textiles & Design Stage 6
SCIS SUBJECTS:	Costume – England
KEYWORDS:	Elizabethan dress
PUBLISHER:	Drea Leed, USA
REVIEW DATE:	19/3/02 [391] SCIS 1073636

The German electronic textbook (German grammar and pronunciation)
http://www.wm.edu/CAS/modlang/grammnu.html

This online resource is an aid to learning and reviewing **German grammar**. The site has clearly laid out links to many grammar pages, each of which explains grammatical problems using examples such as: **Nouns and noun modifiers; Pronouns;** types of verbs; **Word order; Prepositions;** adjectives; and **Conjunctions**. The package contains units on **German pronunciation** and **German vocabulary**. Exercises can be used for practising and testing grammar and vocabulary skills. Self testing exercises include gap activities that are corrected online. The pronunciation of German sounds can be listened to via *Real player*. The site is written in English and would suit a wide range of students studying German. S. Hauth

USER LEVEL:	Stage 5 Stage 6
KLA:	Languages
SYLLABUS:	German 7-10; German Stage 6: *Beginners; Continuers*
SCIS SUBJECTS:	German language - Grammar; German language - Pronunciation; German language- Vocabulary
KEYWORDS:	German grammar
PUBLISHER:	Gary A. Smith
REVIEW DATE:	19/3/02 [438] SCIS 1032056

Sowieso – Die online – Zeitung für junge Leser
http://www.sowieso.de/

An online newspaper with a stated target audience of eight to fourteen year olds, this site is particularly useful to Australian students of the *German: Stage 6 syllabus*. Younger background speakers, whose reading skills are more advanced, will also find the site interesting and informative. Offering short, student friendly texts on current events in Germany in **D.Land** and international events in **Welt**, the site also gives students an opportunity to share their opinions on current affairs. Competitions include a photo quiz. The comprehensive **Archiv** section offers articles on topics ranging from **ABC-Waffen** to Zivilcourage. Clicking on word icons on the menu gives users a brief outline of what the sections are about; buttons next to each item provides access to the actual texts. E. Robertson, K. Roberts

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	Languages
SYLLABUS:	German 7-10; German Stage 6: *Continuers*
SCIS SUBJECTS:	German language – Conversations and phrases; German language – Vocabulary; German language text
KEYWORDS:	German; newspaper; Sowieso
PUBLISHER:	Pressebuero GbR, Germany
AUTHOR:	Kretschmer, Kristine & Baessler, Annette
REVIEW DATE:	19/3/02 [438.3] SCIS 1066037

Scientific American
http://www.sciam.com/

A selection of recently published articles on a wide range of scientific topics can be accessed here at **Explore**. These include prions, the human genome project and superconductivity. **Exhibits** features accessible information on a range of current scientific issues and **Today's news** explains recently published discoveries. **Links** would need to be assessed for curriculum relevance. Students are able to email questions to scientists. This site is invaluable for those wishing to access recent information about cutting

edge science, and could assist teachers to address the prescribed focus area: *Current issues, research and development* in all Science syllabuses. J. Morgan

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6; Chemistry Stage 6; Earth & Environmental Science Stage 6; Physics Stage 6; Science Stages 4-5
SCIS SUBJECTS:	Science – Periodicals; Technology-Periodicals
KEYWORDS:	Scientific research; technology
PUBLISHER:	Scientific American, USA
REVIEW DATE:	19/3/02 [505] SCIS 1047960

Count on
http://www.mathsyear2000.org/

Associated with the British National Grid for Learning initiative, this site provides a gateway to mathematical educational resources on the Internet. Encouraging students to explore mathematics, there are online activities and tutorials including: **Numberland**; **Matrix**; **Games**; **Explorer** and **Maths MagNet**. Students can visit museums which have developed mathematical activities illustrating the use of mathematics in society with exhibitions such as **A is for angles (and attitude)**, and **G is for geometry (and griding gears)**. This site offers much stimulating material for teachers and students. With an easy to use **Site map**, navigation is clear. There are links to over fifty maths sites and teachers would need to allocate time to assess the curriculum relevance of these linked sites. B. Maher

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3 Stage 4
KLA:	Mathematics
SYLLABUS:	Mathematics K-6; Mathematics 7-8
SCIS SUBJECTS:	Educational resources; Mathematics
KEYWORDS:	Mathematics; maths games
PUBLISHER:	University of York, UK
REVIEW DATE:	19/3/02 [510] SCIS 1070189

fun@learning.physics
http://www3.adnc.com/~topquark/fun/fun.html

This site presents an online course, by an assistant professor at University of Toronto, on the physics of motion. The section offering **Free samples** contains a colourful electronic textbook, **Applet gallery**, for interactive simulations, animations, and a multiple choice tutorial. The applets include: projectile; harmonic; pendulum and centrifugal motion; and elastic collisions. These animations could be shown in a classroom, and include a simple harmonic oscillator and a simple pendulum. This site is suitable for independent use by students or for classroom use, and relates to several modules of *Physics: Stage 6 syllabus*; including *Moving about* and *From ideas to implementation*. J. Morgan

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	Physics Stage 6
SCIS SUBJECTS:	Kinematics; Motion
KEYWORDS:	animations; kinematics; motion
PUBLISHER:	Mark Sutherland, USA
REVIEW DATE:	19/3/02 [531] SCIS 1047927

HyperChemistry on the Web!
http://library.thinkquest.org/2690/?tqskip=1

Designed by students for a ThinkQuest contest, this site includes **A brief history** of chemistry and an extensive **HyperChemistry's** expandable glossary with concise, clear definitions. The **periodic table** is interactive and lists: atomic number; density; boiling point; melting point; covalent radius; atomic radius; electronegativity; ionisation energy; and a brief description of industrial uses. These descriptions, with the element name removed, could be easily adapted to problem solving exercises. Well described experiments, that illustrate basic chemistry concepts using common materials and equipment, could provide stimulus material for teachers and for students looking for ideas for their individual projects. The site also has a good search engine and useful links to other chemistry sites that would need to be assessed for curriculum relevance. B. Sampford

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Chemistry Stage 6; Science Stages 4-5
SCIS SUBJECTS:	Chemistry
KEYWORDS:	Alchemy; chemistry; experiments; periodic table
PUBLISHER:	ThinkQuest Inc., USA
REVIEW DATE:	19/3/02 [540] SCIS 1063795

Chemical achievers: the human face of the chemical sciences (CHF)
http://www.chemheritage.org/EducationalServices/chemach/home.html

Biographies of the major contributors to our knowledge of chemistry are featured at this site. It also includes some chemists whose contributions are of special relevance to modern life and the career choices students will make. The author aims to present the human face of science and its application to everyday life. The information is organised according to topic areas in chemistry and useful links are provided, including links to original scientific papers. These will need to be assessed for curriculum relevance. This site could help teachers to address the prescribed focus area, *History of science*, in both the *Chemistry: Stage 6 syllabus* and *Science: Stage 4-5 syllabus*. J. Morgan

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Chemistry Stage 6; Science Stages 4-5
SCIS SUBJECTS:	Chemistry – History; Chemists – Biography
KEYWORDS:	Biographies; chemistry
PUBLISHER:	The Chemical Heritage Foundation, USA
AUTHOR:	Bowden, Mary Ellen & Michalovic, Mark
REVIEW DATE:	18/3/02 [540.92] SCIS 1047929

All about atoms: what are atoms?
http://education.jlab.org/atomtour/

A simple description of the features and locations of protons, neutrons and electrons in the atom, as prescribed by outcome 5.7.1a of the *Science: Stages 4-5 syllabus*, forms part of a larger site. Tabulating information about the three sub atomic particles would be a useful exercise for students exploring the site. **Fun facts** provides examples of the scale of these particles. **Teacher resources** includes **What is matter?** worksheets which trace the development of our current model of the atom. Games such as **Element bingo** and **Element hangman**, and other educational resources from the Jefferson Lab, make this a valuable site for teachers and students alike. B. Sampford

USER LEVEL:	Stage 5
KLA:	Science
SYLLABUS:	Science Stages 4-5
SCIS SUBJECTS:	Atoms
KEYWORDS:	Atoms; games; matter
PUBLISHER:	Jefferson Laboratory, USA
REVIEW DATE:	18/3/02 [541.2] SCIS 1063856

The Macrogalleria
http://www.psrc.usm.edu/macrog/index.htm

Aspects of the chemistry of polymers are explored in terms suitable for secondary students at this site. Students can work their way through various levels of information, including data on: a wide range of specific polymers such as polystyrene, cellulose or starch; physical properties of polymers and reasons for these properties; and the production of polymers. The site uses an attractive combination of text, graphics and movies, and is very relevant to the *Chemistry: Stage 6 syllabus* module, *Identification and production of materials*. J. Morgan

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	Chemistry Stage 6
SCIS SUBJECTS:	Polymers and polymerisation
KEYWORDS:	Polymers
PUBLISHER:	University of Southern Mississippi, USA
REVIEW DATE:	19/3/02 [547] SCIS 1047967

The geological evolution of the earth (Handprint: geoevolution)
http://www.handprint.com/PS/GEO/geoevo.html

This interesting and useful site presents the earth's geologic evolution as a vertical timeline. Starting 510 million years ago and covering three continental episodes, the timeline begins with the Cambrian period and super continent Rodinia, to the reassembly of the Rodinian fragments (Gondwana and Laurasia) into the super continent of Pangaea, and the development of Pangaea into today's continental pattern. The continental eras include: the Cambrian; Ordovician; Silurian; Devonian; Carboniferous; Permian; Triassic; Jurassic; Early Cretaceous; Late Cretaceous; Cenozoic; and Modern. This information on this site is relevant to the study of geological history in *Science: Stages 4-5*, and for *Earth and Environmental Science: Stage 6 syllabus*. A. Frost

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Earth and Environmental Science Stage 6; Science Stages 4-5
SCIS SUBJECTS:	Plate tectonics; Stratigraphic geology
KEYWORDS:	Geological evolution
PUBLISHER:	Handprint, USA
REVIEW DATE:	19/3/02 [560] SCIS 1072867

APSnet: plant pathology online (Plant pathology / disease online – The American Phytopathological Society)
http://www.apsnet.org/

Detailed information on many issues relevant to the pathology of plants is contained in this informative site. These include genetically engineered foods, and plant pathogens and diseases. The online reference materials include **APS journals online**. The American Phytopathological Society (APS) publishes four annual journals and a newsletter, all of which are available in electronic format. Some other journal articles featured are available only on subscription. The **Visitors centre** provides an excellent guide to the site. Students will find this site a useful adjutant to their studies. **The education center** contains lesson plans and laboratories. K. Heap

USER LEVEL:	Stage 6 Professional
KLA:	Science, TAS
SYLLABUS:	Agriculture Stage 6; Biology Stage 6; Senior Science Stage 6
SCIS SUBJECTS:	Plants – Diseases and pests
KEYWORDS:	Plant pathology
PUBLISHER:	American Phytopathological Society
REVIEW DATE:	19/3/02 [571.9] SCIS 1030635

Australian ecosystems (Australia's major ecosystems)
http://www.gullivermedia.com.au/eco.html

A number of Australian ecosystems are discussed in this easily navigated site including: **Arid**; **Reef**; **Rainforest**; **Island ecosystems**; **Remnant** ecosystems; **Mangroves & wetlands**; **Rivers & riparian fringe** and **Dry sclerophyll**. A map of Australia identifies the location of each ecosystem. Based on a video series, the information provides a basic overview of the main habitats, flora and fauna of each ecosystem that would be relevant for students studying biotic processes in the mandatory focus area of the 4G2 *Global environments* in the *Geography: Stages 4-5 syllabus*, and survival adaptations of organisms in 4.10 of the *Science: Stages 4-5 syllabus*. This site includes clear photographs and graphics which are quick to download. A. Frost

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE; Science
SYLLABUS:	Geography Stages 4-5; Science Stages 4-5
SCIS SUBJECTS:	Arid regions ecology; Coral reef ecology; Ecology – Australia; Island ecology; Mangrove ecology; Rainforest ecology; River ecology; Wetland ecology
KEYWORDS:	Ecosystems
PUBLISHER:	Gulliver Media, Brisbane
REVIEW DATE:	19/3/02 [577.0994] SCIS 1055622

The South Australian Whale Centre
http://www.webmedia.com.au/whales/whcent.html

Focussing mainly on whales in South Australia, particularly the **Southern right whale** and the **Killer whale**, this authoritative site presents a broad information base with detailed facts on the mammalian order and whale morphology. Students would find this relevant to their studies of *Living things* in the *Science: Stages 4-5 syllabus*. The **Activity sheets** in **School groups** information provides reproducible worksheets, with answers, on identifying whales. **Whales through history** and **Whale information**, accessed via the **WIN home page**, support the study of the focus area 4G3 *Managing global environments* in the *Geography: Stages 4-5 syllabus*. A. Frost

USER LEVEL:	Stage 4
KLA:	HSIE; Science
SYLLABUS:	Geography Stages 4-5; Science Stages 4-5
SCIS SUBJECTS:	Whales
KEYWORDS:	Whales
PUBLISHER:	The South Australian Whale Centre
REVIEW DATE:	19/3/02 [599.5] SCIS 1072888

InfoWorld.com (Special report: emerging technologies)
http://www.infoworld.com/testcenter/crystal.html

The fifteen articles on this page identify emerging technologies and discuss the ramifications of that technology. The introduction, **Watching the future**, features a timeline predicting the date of mainstream use of the leading edge technologies being discussed on

the future watch page. Subjects such as **Future security may be in the hands, or eyes, of** users and **Applications with a human touch** provide much thought provoking reading about: the development of the technology; how it affects communications; and ethical considerations of new technologies. Links to related subjects provide an opportunity for more in depth reading but time would be required to verify the curriculum relevance of the articles. R. Thompson

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Design & Technology Stage 6; Engineering Studies Stage 6; Industrial Technology Stage 6; Information Processes & Technology Stage 6; Software Design & Development Stage 6
SCIS SUBJECTS:	Technological innovations
KEYWORDS:	Emerging technology; ICT
PUBLISHER:	InfoWorld, USA
REVIEW DATE:	18/3/02 [600] SCIS 1049249

Bright Sparcs
http://www.asap.unimelb.edu.au/bsparcs/

Over 4000 Australians who have contributed to the development of science, technology and medicine in this country are featured on this biographical and bibliographical database. The biographies of each prominent person are concise and include the honours and achievements that they have gained. Coupled with the archival materials, students have access to sufficient background information to meet most information needs. Of particular relevance is the sophisticated search facility that allows students to search by scientific fields, dates, gender or first name. Although additional scientists are added to the database, the featured scientists are retired or deceased and thus their achievements are complete. N. Paull

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Chemistry Stage 6; Physics Stage 6; Science Stages 4-5
SCIS SUBJECTS:	Australia – Biography; Medicine – Biography; Science – Biography; Technology – Biography
KEYWORDS:	Biography; medicine; science; scientists
PUBLISHER:	Australian Science Archives Project
REVIEW DATE:	19/3/02 [609.2] SCIS 990140

Biocomposites: design and applications (BAMS online lectures: biocomposites)
http://www.bg.ic.ac.uk/lectures/hench/biocomp/

The online lecture series provides information on the design and application of biocomposites. Links lead to such topics as **Bioactive ceramic composites**; **Dental composites**; **Inert ceramic composites** and **Resorbable polymer matrices**. This area of engineering is constantly evolving and, as such, the information presented on this site is both up to date and accessible to teachers of Engineering Studies. Articles include such information as the Youngs Modulus density. Vickers hardness and tensile strength, presented in the form of graphs and easily read tables. Images of prosthetic devices, such as middle ear bones to illustrate the use of a particular material add to the extraordinary value of this site. P. Thompson, R. Thompson

USER LEVEL:	Professional
KLA:	TAS
SYLLABUS:	Engineering Studies Stage 6
SCIS SUBJECTS:	Biomedical engineering; Biotechnology
KEYWORDS:	Biocomposites; ceramics; polymer

PUBLISHER:	Imperial College of Science, Technology & Medicine, Dept. of Biological and Medical Systems, UK
REVIEW DATE:	18/3/02 [610.28] SCIS 1049181

Kids' health (BBC health: kids' health, just for kids)
http://www.bbc.co.uk/health/kids/index.shtml

From the main page, students can select **Body matters** to engage in a virtual body tour, using *Shockwave*. This gives students a brief guide to the functions of different parts of the body by clicking on the part of the body under investigation. For more detailed information on how these parts work, users are directed to **Detailed facts**. In **Looking after your body**, steps are suggested for ways to keep healthy, including **Healthy recipes**, and what to avoid, such as: **Smoking**; **Drinking**; and **Drugs**. Used to support the teaching of the Stage 2 Science unit, *A look inside*, this site would be a valuable resource. C. Burden

USER LEVEL:	Stage 2
KLA:	ST
SYLLABUS:	Science & Technology K-6
SCIS SUBJECTS:	Health; Physiology
KEYWORDS:	Body systems; human body
PUBLISHER:	BBC
REVIEW DATE:	19/3/02 [613] SCIS 1070229

Choice food: food issues
http://www.choice.com.au/articles/a100803p1.htm

Current food issues are explained and discussed in this consumer oriented, online magazine. The simple, concise and up to date information makes this site an excellent reference for Food Technology students. Links to alternative views are often provided, however time would be required to investigate their curriculum relevance. At the time of the review, issues included: **Hen welfare**; **New food standards**; standards for energy drinks, and the fortification of breakfast cereals. The site has a search facility, which provides an opportunity to find articles that appeared in previous issues. In **Your say**, users can also participate in a series of forums where it is interesting to read the opinions of others on a range of food related issues. J. Redfern

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Food Technology 7-10; Food Technology Stage 6
SCIS SUBJECTS:	Food; Health; Nutrition
KEYWORDS:	Choice; food industry; health; nutrition
PUBLISHER:	Australian Consumers' Association
REVIEW DATE:	19/3/02 [613.2] SCIS 1048705

Where do you want to go?
http://www.kidsfarm.com/wheredo.htm

Information and pictures about farms and farm animals presented on this site originate from Cedaredge, a ranch in Colorado, USA. From this menu page for *Kids Farm*, users can access topics including those of particular relevance to Australian students: **Farm animals**; **Equipment**; and **What grows**. All sections provide simple information, accompanied by photographs and sometimes sound. Hyperlinks are also available to further information on a given topic elsewhere in the site and a **Parents and teachers** option invites parents, teachers and students to submit questions if they wish to know more about the farm. This site would be

relevant for use in teaching towards the achievement of outcome SSES1 of *HSIE: K-6 syllabus*. J. Eade

USER LEVEL:	Early Stage 1 Stage 1
KLA:	HSIE
SYLLABUS:	HSIE K-6
SCIS SUBJECTS:	Animals; Crossword puzzles; English language; Farm animals; Farms; Field crops
KEYWORDS:	Farms; farm animals; farm equipment
PUBLISHER:	Kids Farm, USA
REVIEW DATE:	18/3/02 [630] SCIS 1079313

Key to soil orders: the Australian soil classification (CSIRO, ACLEP, ASC)
http://www.cbr.clw.csiro.au/aclep/asc/soilkey.htm

This new National Soil Classification system is most useful for teachers skilled in the practice of soil classification. For teachers less skilled in this area both the **Glossary** and soil profile descriptions and distribution maps are accessible by following the link for a specific soil type. A full printed version of this classification system is available from CSIRO Publishing and is recommended for classifications done in the field. This site provides valuable background information related to the issues of soil degradation and its effects on agricultural productivity and sustainability. There are also links to other CSIRO web pages, which would need verification for curriculum relevance. A. Parker

USER LEVEL:	Professional
KLA:	TAS
SYLLABUS:	Agriculture Stage 6
SCIS SUBJECTS:	Soils – Australia - Classification
KEYWORDS:	Soil classification
PUBLISHER:	CSIRO Australia
REVIEW DATE:	19/3/02 [631.4] SCIS 1079841

COGS: Canberra Organic Growers Society
http://www.cogs.asn.au/

Organic farming and gardening is promoted in this web site by providing information on both the practices of organic farming and developments within the Australian organic industry. The site offers practical information on activities such as setting up compost and worm beds, and crop rotation for a backyard vegetable garden, which would be useful for studying the context *Agriculture* in the *Design and Technology: 7-10 syllabus*. A selection of interesting articles featured in the quarterly publication, *The Australian Organics Newsletter*, are available via the link **Newsletter & magazine** in **About COGS**. Students interested in undertaking the *Optional research project* in the *Agriculture: Stage 6 syllabus* with regard to organic farming would find this site highly useful. A. Parker

USER LEVEL:	Stage 4 Stage 5 Stage 6 Community Professional
KLA:	TAS
SYLLABUS:	Agriculture Stages 4-5; Agriculture Stage 6; Design & Technology 7-10; Design & Technology Stage 6
SCIS SUBJECTS:	Organic farming
KEYWORDS:	Compost; garden; organic; self sufficiency
PUBLISHER:	Canberra Organic Growers Society Inc.
REVIEW DATE:	19/3/02 [631.5] SCIS 1079833

Which weed?
http://weeds.tassie.net.au/

The Tamar Valley Weed Strategy is a community based organisation, which provides educational resources to the wider community to

help in the eradication of introduced weeds. The site includes an extensive database within which can be found: drawings; photographs; descriptions of growth patterns; and management strategies of agricultural **Weeds**. This is an invaluable resource for students, teachers and community landcare groups learning to identify and manage introduced weeds. A **Glossary** covers the terms used in describing the structure of the weeds and their growth patterns and the resources list **For schools** contains the details of where a number of teaching kits may be obtained, but time would be required to verify their curriculum relevance. A. Parker

USER LEVEL:	Stage 4 Stage 5 Stage 6 Community Professional
KLA:	TAS
SYLLABUS:	Agriculture Stages 4-5; Agriculture Stage 6; Design & Technology 7-10; Design & Technology Stage 6
SCIS SUBJECTS:	Weed control
KEYWORDS:	Biological control; weeds
PUBLISHER:	Tamar Valley Weed Strategy Working Group
REVIEW DATE:	19/3/02 [632] SCIS 1079851

Sustainable practices for vegetable production in the south
http://www.cals.ncsu.edu/sustainable/peet/

A series of university lecture papers dealing with the use of sustainable techniques in the growth of vegetable crops can be found at this site. There are three main sections: **Sustainable production techniques**; **Integrated pest management**; and **Crop profiles**. Each contains links that lead to discussion papers about specific topics, such as **Conservation tillage**, **Disease management**, and **Crop profiles**, which are all relevant to the study of the *Agriculture: Stage 6 syllabus* Elective 6, *Sustainable land and resource management*. The discussion on **Soil management** provides very accessible information to Stage 6 students studying soil degradation and sustainable practices aimed at improving damaged soils. This site has clear information which is easily accessed through a well designed layout. A. Parker

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Agriculture Stages 4-5; Agriculture Stage 6; Design & Technology 7-10; Design & Technology Stage 6
SCIS SUBJECTS:	Sustainable agriculture
KEYWORDS:	Crop; soil; sustainable agriculture; vegetable production
PUBLISHER:	Northern Carolina State University USA
AUTHOR:	Peet, Mary
REVIEW DATE:	19/3/02 [635.0975] SCIS 1079855

IACUC learning module: poultry: poultry, chickens and turkeys take home module, version 2001A
http://www.ahsc.arizona.edu/uac/iacuc/poultry/poultry.shtml

This online learning module about poultry, including a **Quiz**, is presented by the University of Arizona. It covers all aspects of poultry production. The well set out menu offers information on: **Occupational health and safety issues** regarding disease transmission from birds to humans, including descriptions of symptoms in birds and humans; **Species information – chickens and turkeys**; and **General guidelines for husbandry**. The husbandry guidelines offer practical information on such aspects as handling birds correctly, vaccination, and observing birds to detect signs of

stress, all of which would be highly useful to students and teachers keeping poultry on school farms. The use of photographs and diagrams makes the information very accessible for students studying intensive production of poultry. A. Parker.

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	TAS
SYLLABUS:	Agriculture Stages 4-5; Agriculture Stage 6
SCIS SUBJECTS:	Poultry industry
KEYWORDS:	Newcastle disease; poultry
PUBLISHER:	University of Arizona, USA
REVIEW DATE:	19/3/02 [636.5] SCIS 1079863

Action alerts (Whales on the net - action alerts)

http://whales.magna.com.au/alert

The home page of this site provides facts on whaling, and links to numerous case studies on whaling practices; including Japanese whaling, Norwegian whaling, and Makah traditional whaling. International law and conventions, and suggested resolutions are also reviewed. In addition, endangered whales, dolphins, and a variety of protests are outlined. This site would provide useful material for students when discussing strategies for managing resources and the actions of individuals and groups attempting to improve environmental quality, in the focus areas 4G3 *Managing global environments* and 4G4 *Global citizenship* of the *Geography: Stages 4-5 syllabus*. The site is easily navigated and informative, with clear graphics that are quickly downloaded. A. Frost

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	Geography Stages 4-5
SCIS SUBJECTS:	Whales; Whaling
KEYWORDS:	Whales; whaling
PUBLISHER:	Whales in Danger Information Service, Sydney
REVIEW DATE:	19/3/02 [639.97] SCIS 1072741

NOIE: National Office for the Information Economy

http://www.onlineaustralia.net.au/

Students of topics 8.1.1: *Social and ethical issues* or 9.1.1: *Social and ethical issues* from the *Software Design & Development: Stage 6 syllabus* will find this site a valuable source of Australian material. E-commerce links to the IT Skills Hub page, which contains an online tool to plan study paths for jobs in the information technology industries, and several career case studies. Current state of play contains detailed statistics about ICT uptake and Internet use relevant to discussion of future trends and the software market. There is information about government and international policy documents and treaties and examples of e-commerce applications. Access and equity provides a link to discussion papers on increasing inclusiveness, which include issues for people in regional Australia and people with disabilities. B. Sampford

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Software Design & Development Stage 6
SCIS SUBJECTS:	E-commerce
KEYWORDS:	ICT; programming languages; technology
PUBLISHER:	National Office for the Information Economy, Canberra
REVIEW DATE:	18/3/02 [658] SCIS 1064422

The art room (Welcome to the "new" @rtroom!)

http://www.arts.ufl.edu/art/rt_room/index.html

Students and teachers will find this site enjoyable and easy to navigate. The language is simple, the links clear and self evident. The site largely focuses on the practices of art making and art criticism, including many examples of students' online artwork in the Gallery. There are various suggested topics and themes to use as a starting point for art making projects in @rt sparkers. Although quite structured, these projects do link 'making' to 'studying', with bibliographic suggestions and links to exhibitions and galleries. Also included is a section on art games and trivia. There are some good ideas for teachers too, in @rt teaching resources. This is a valuable and entertaining resource for teachers and art students of all ages. A. Cutcher

USER LEVEL:	Stage 2 Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
KLA:	CA
SYLLABUS:	Creative Arts K- 6; Visual Arts 7-10; Visual Arts Stage 6
SCIS SUBJECTS:	Art; Art – Study and teaching
KEYWORDS:	Art; art criticism; art making
PUBLISHER:	University of Florida, USA
AUTHOR:	Roland, Craig
REVIEW DATE:	15/3/02 [707] SCIS 1037449

MOWA, Museum of Web Art: dedicated to the art, technology and culture of the World Wide Web (Museum of Web Art)

http://www.mowa.org/

The concept of an online museum highlighting exceptional examples of creative web graphics is timely and unique. This innovative, serious site features exhibits of web art and graphics including: Wallpaper in South gallery; Buttons on display in North gallery; and Gateways in Linker Hall. The application of the various collections to the classroom are numerous and diverse. Aspects of the *Creative Arts: K-6 syllabus* which are covered include digital works and signs and symbols. Secondary students undertaking web page design would also be inspired by the graphics. An interactive section of the site, Kids wing, offers students an opportunity to undertake creative endeavours such as the impressive Polychromatic millipede. N. Paull

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6
KLA:	CA; TAS
SYLLABUS:	Computing Studies 7-10; Creative Arts K-6; Software Design & Development Stage 6; Visual Arts 7-10
SCIS SUBJECTS:	Computer art; World Wide Web
KEYWORDS:	Art; computer graphics
PUBLISHER:	Museum of Web Art, USA
REVIEW DATE:	19/3/02 [709.04] SCIS 1065195

Bauhaus-archiv museum of design

http://www.bauhaus.de/english/bauhaus1919/index.htm

This is the definitive site for learning about the Bauhaus. This elegant and informative site provides an articulate discussion of the history of this influential German design movement from its Prehistory through to its Manifesto. Drawing Classes given by such great artists as Johannes Itten and Paul Klee are discussed and images of the skill development exercises are presented. The

principles of Architecture as taught by Hannes Meyer and Ludwig Mies v. d. Rohe are outlined and accompanied by graphics drawn by their students at the time. Navigating to the German edition of the site, allows access to the online shop. This provides many images of products designed and made by members of the Bauhaus. P. Thompson, R. Thompson

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Design & Technology Stage 6
SCIS SUBJECTS:	Art, German – History; Art, Modern – 20th century; Bauhaus Archiv Museum of Design; Bauhaus – History
KEYWORDS:	Bauhaus; Itten; Klee; Meyer; Mies van der Rohe
PUBLISHER:	Bauhaus-Archiv Museum of Design, Berlin
REVIEW DATE:	18/3/02 [709.43] SCIS 1049143

Sustainable architecture

http://www.umich.edu/~nppcpub/resources/compendia/architecture.html#bdes

A series of educational modules discussing such aspects of sustainable architecture as: Sustainable design; Sustainable building materials; and Recycling and reuse are published by the National Pollution Prevention Center for Higher Education. Issues considered central to sustainable architecture including: economy of resources; lifecycle design; and human design, are examined to provide an awareness of both global and local levels of architectural consumption. These papers are downloadable as PDFs and are free of charge for non commercial, educational purposes. They provide course notes and supplementary reading for teachers of architecture and design and technology courses examining the environmental impact of building design and construction through the analysis of a building's construction phases. R. Thompson

USER LEVEL:	Professional
KLA:	TAS
SYLLABUS:	Design & Technology Stage 6; Engineering Studies Stage 6; Industrial Technology Stage 6
SCIS SUBJECTS:	Architecture – Environmental aspects
KEYWORDS:	Architecture; environmental impact; lifecycle; recycling; sustainable
PUBLISHER:	University of Michigan, USA
REVIEW DATE:	18/3/02 [720] SCIS 1049251

IDEO: project archives

http://www.ideo.com/projectarchives.htm

IDEO is a major US design company with many offices throughout the world. Their web site is set up as a scrolling page of thumbnail images. The products shown represent only a sample of their recent work. Moving the mouse over the matrix of graphics provides the viewer with product titles and indicates the engineering and design disciplines encapsulated within the product, system or environment, such as: Environmental; Industrial design; Manufacturing liaison; and Mechanical engineering. The links to larger images provide written descriptions of the project. The examples clearly illustrate the overlap and interaction of the professions involved in the process of product design. Navigation through the site gives an insight into the philosophies and working methodologies of this highly regarded and leading edge design firm. R. Thompson

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Design & Technology Stage 6; Industrial Technology Stage 6

SCIS SUBJECTS:	IDEO (Firm); Industrial design
KEYWORDS:	Environment; human factors; industrial design; interaction; mechanical engineering; products; services
PUBLISHER:	IDEO Product Development, USA
REVIEW DATE:	19/3/02 [745.2] SCIS 1049243

Awesome clipart for kids: general clipart index!

http://www.awesomeclipartforkids.com/generalindex.html

Copyright free clip art available on this site includes categories from Aliens and Animals to Creatures and Robots. A recent addition is School zone, which has graphics, wallpaper and icons suitable for class and school web pages. Links to external clip art sites have been vetted by the publisher, thus providing a huge resource of clip art suitable for use with children. Students of the *Design and Technology: Stage 6 syllabus* who are designing for young children will find a range of resources to inspire them. Computer generated graphics will also interest students of *Industrial Technology: Stage 6 syllabus* in the *Graphics industries* and *Multimedia industries* focus areas. P. Thompson

USER LEVEL:	Stage 6 Professional
KLA:	TAS
SYLLABUS:	Design & Technology Stage 6; Industrial Technology Stage 6
SCIS SUBJECTS:	Clip art; Computer graphics
KEYWORDS:	Clipart
PUBLISHER:	EduHound.com, USA
REVIEW DATE:	19/3/02 [745.4] SCIS 1049196

CTDG: the home page (Computer Textile Design Group: CTDG)

http://www.ctdg.nildram.co.uk/home.htm

The Computer Textile Design Group based in the UK has set up this web site to help foster the development of textile design using computer technology. Articles in the Newsletter discuss the use of peripherals used in the designing of projects in textiles, including scanners and digital cameras, and software such as *Paintshop Pro 6*. What's new leads to a description of a design competition run by the group and access to a tutorial for beginners, which outlines simple ways to manipulate graphics. The Links page promises to "open up the riches" of the Internet, but time would be required to verify the curriculum relevance of these. This site provides plenty of inspiration for teachers of textiles based courses. R. Thompson

USER LEVEL:	Stage 6 Community Professional
KLA:	TAS
SYLLABUS:	Design & Technology Stage 6; Textiles & Design Stage 6; Visual Arts Stage 6
SCIS SUBJECTS:	Computer-aided design; Textile design
KEYWORDS:	Computer; design; software; textiles
PUBLISHER:	Computer Textile Design Group UK
REVIEW DATE:	18/3/02 [746.0285] SCIS 1049204

Customer gallery

http://www.gsdye.com/Canada/customer_gallery.html

The virtual gallery of painted silk artworks on G&S Dye's web site provides plenty of inspiration for students wishing to explore the medium of textile dyeing. The artworks are vibrant and of exceptional quality, clearly showcasing the versatility of this medium. Some artworks use Liquid Colours, a brand of dye that can be

fixed by ironing. Others use natural dyes, or water based paint with wax resist. Clicking on some images provides access to more examples of work by the artists. Email addresses for contributors are supplied. **Links** to other textile based sites, such as *The museum for textiles* in Canada, are provided but time would be required to verify the curriculum relevance of these. P. Thompson, R. Thompson

USER LEVEL:	Stage 6 Community Professional
KLA:	CA; TAS
SYLLABUS:	Design & Technology Stage 6; Textiles & Design Stage 6; Visual Arts Stage 6
SCIS SUBJECTS:	Textile painting
KEYWORDS:	Hand painted; silk paintings
PUBLISHER:	G&S Dye and Accessories, Canada
REVIEW DATE:	18/3/02 [746.6] SCIS 1049163

Kabuki for everyone
http://www.fix.co.jp/kabuki/kabuki.html

A traditional style of Japanese theatre that has survived since the seventeenth century is clearly and colourfully presented on this site. It offers a fascinating study of the work of famous actor, **Ichimura Manjiro**, a female role specialist, who captures the nature of this theatrical genre. Further understanding of the Kabuki theatre, with its unique costumes, makeup, movements and sounds, can be gained through links and the downloading of audiovisual excerpts. In addition, there is a detailed history of Kabuki theatre. It is a brilliant starting place for discovering information on this highly stylised form of drama. Students and teachers will find this a delightful online reference. C. Sly

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Drama 7-10; Drama Stage 6 Preliminary
SYLLABUS:	CA
SCIS SUBJECTS:	Kabuki
KEYWORDS:	Kabuki
PUBLISHER:	M. Johnson, USA
REVIEW DATE:	19/3/02 [792.0952] SCIS 1073601

Awesome clipart for kids: worksheets & puzzles index!
http://www.awesomeclipartforkids.com/worksheetsindex.html

Puzzle makers for teachers and students are featured on this bright site, part of a more extensive clipart site. This page includes the facility to **Make your own crossword puzzle**, or create an **Animal cryptogram** or **Weather wordsearch**. The site has been created and maintained by a thirteen year old student, with his family's help, and is a good example of a child oriented, easily navigated site for a specific target audience. Industrial Technology students will find it useful for the web page design component of the Preliminary and HSC courses in *Multimedia industries*. This resource also supports the *Design and Technology: Stage 6 syllabus* in identifying designs for projects, graphics to add to textiles projects, and word puzzles for CD-ROMs. P. Thompson

USER LEVEL:	Stage 4 Stage 5 Stage 6 Community Professional
KLA:	TAS
SYLLABUS:	Design & Technology 7-10; Design & Technology Stage 6; Industrial Technology Stage 6
SCIS SUBJECTS:	Puzzles
KEYWORDS:	Crossword; cryptogram; education; wordsearch
PUBLISHER:	EduHound.com, USA
REVIEW DATE:	19/3/02 [793.73] SCIS 1049193

KidsCom Jr (KidsCom Jr: special site and games just for the little kids)
http://www.kidscomjr.com/flash_index.html

A bright and colourful home page with appealing graphics entices three to seven year olds to explore this site further. There are four different **Games**, including an **Internet** safety game and a **Matching** game with sound, for students to explore. In **Art**, students can print pictures to colour, paint online, create designs with building blocks, or drag and drop graphics to make **Goofy faces**. These two sections and **Build your own castle** would be the most relevant for classroom use. **Friends**, an email facility, would require teacher guidance. C. Burden

USER LEVEL:	Early Stage 1 Stage 1
KLA:	CA; English; Mathematics
SYLLABUS:	Creative Arts K-6; English K-6; Mathematics K-6
SCIS SUBJECTS:	Computer games; Educational games
KEYWORDS:	Online games
PUBLISHER:	Circle 1 Network, USA
REVIEW DATE:	19/3/02 [793.93] SCIS 1070291

Page by page: creating a children's book
http://www.nlc-bnc.ca/pagebypage

Presented in both French and English, this Canadian site depicts the steps involved in creating two children's picture books: *Zoom upstream* by Tim Wynne-Jones & Eric Beddows; and *School* by Ginette Anfousse. One book involved an author who had to find an illustrator; the other beginning with the illustrations ahead of the written text. Each book can be explored through: **The idea**; **Characters**; storyboards and original art; **Publisher**; **Printing**; and selling the book. Navigation is simple. A menu appears on each page with **Previous** and **Next** options. Some scrolling is necessary. Lesson plans and links, which need to be checked for curriculum relevance, are included. This site supports teaching towards the *Learning to write - producing texts* outcomes of the *English: K-6 syllabus*. J. Eade

USER LEVEL:	Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K-6
SCIS SUBJECTS:	Book design; Illustration of books; Picture books; Writing (Authorship)
KEYWORDS:	Anfousse; author; Beddows; illustrator; picture books; Wynne-Jones
PUBLISHER:	National Library of Canada
REVIEW DATE:	19/3/02 [808.06] SCIS 1066328

The Wilfred Owen Association
http://www.1914-18.co.uk/owen/

As well as detailed biographical information on this well known British World War I poet, there is a great amount of additional material available on this well constructed site. A **Virtual tour** of some of the places that featured in Owen's life and works, helps capture the spirit of his poems in a pictorial sense. Perhaps most useful for students is the link to **His poetry**, which offers analyses of poems and includes comments both on the poetic devices employed and the historical context in which they were written. This is a fascinating and valuable online reference. It is of particular use for *English: Stage 6 syllabus* students studying Module B, *Close study of text: Poetry*. C. Sly

USER LEVEL:	Stage 6
KLA:	English

Virtual seminars for teaching literature
http://info.ox.ac.uk/jtap/

A visually exciting site that sets the poetry of Wilfred Owen in context, this is a resource well worth browsing for *English: Stage 6 syllabus: Standard* course students studying Module B, *Close study of text: Poetry*. The seminars, **Tutorial 1: An introduction to WWI poetry**, provide background on Owen and commentary on his works. The war poems and manuscripts provide copies of Owen's poems and some original drafts and manuscripts. In addition, **Publications of the war** displays copies of journals from different nations of the time that detail several interesting articles. Along with the **World War I document archive**, the array of primary resource material presented on the site reveals the mood of the period during which this poet wrote. Both the poetry and the peripheral resources cultivate an appreciation of these disturbed and troubled times. C. Sly

USER LEVEL:	Stage 6
KLA:	English
SYLLABUS:	English Stage 6: *Standard*
SCIS SUBJECTS:	War poetry – History and criticism; World War, 1914-1918 in literature
KEYWORDS:	Owen; poetry; war poems
PUBLISHER:	Oxford University, UK
AUTHOR:	Groves, Paul & Lee, Stuart
REVIEW DATE:	19/3/02 [821] SCIS 1058498

Notes on the English mystery plays
http://artemis.austinc.edu/acad/HWC22/Medieval/english_mystery_plays.html

A concise introduction to Medieval drama is presented in the notes published on this site. It follows the development of theatre in this era from tropes, significant sections of the mass which became short **Liturgical dramas**, through to the mystery plays. Explanation of the staging and performance techniques is given in a clear, direct manner. York cycle **1998** offers valuable resource material in relation to a re-enactment of this particular series of medieval plays. HSC Drama students focussing on the *Medieval English cycle plays* will find this a particularly useful springboard to their studies. C. Sly

USER LEVEL:	Stage 6
KLA:	CA
SYLLABUS:	Drama Stage 6
SCIS SUBJECTS:	English drama – History and criticism; Miracle and morality plays
KEYWORDS:	Mystery plays; tropes
PUBLISHER:	Austin College, Texas
REVIEW DATE:	19/3/02 [822] SCIS 1073643

Shakespeare online (Table of contents)
http://shakespeareonline.freeservers.com/toc.html

Aimed at beginners and intermediate students of Shakespeare, this site suggests many links that contain valuable information. The works of Shakespeare are readily available online as are critiques, commentaries on film versions, and many other relevant resources.

SYLLABUS:	English Stage 6: *Standard*
SCIS SUBJECTS:	Owen, Wilfred; War poetry – History and criticism
KEYWORDS:	Owen; poetry; war poems
PUBLISHER:	Wilfred Owen Association, UK
REVIEW DATE:	19/3/02 [821] SCIS 1058495

The home page offers a concise outline of what is available and many of the links include a brief comment on what to expect. While it is clearly useful for a wide age range, the vastness of the range of links would require direction for some students who may get lost in the labyrinth of information, and teachers would need to spend time assessing the curriculum relevance of the linked sites. C. Sly

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA; English
SYLLABUS:	Drama 7-10; Drama Stage 6; English 7-10; English Stage 6
SCIS SUBJECTS:	English drama – History and criticism; Shakespeare, William
KEYWORDS:	Shakespeare
PUBLISHER:	Harperweb, USA
REVIEW DATE:	19/3/02 [822.3] SCIS 1073639

Shakespeare Resource Center
http://bardweb.net/

An extensive collection of information and links on the Bard, this site is useful for a wide age range. It includes: biographical information; synopses of Shakespeare's plays; sketches of **The Globe** theatre; detailed information in **Elizabethan England**; an explanation of aspects of Elizabethan **Language** and much more. A search mechanism is available for ease of access. Beginners, students well versed in Shakespeare, and teachers, will find this a valuable reference source. This is a readily navigable site, with concise information, attractively presented, with the written material often being supported by well selected illustrations. C. Sly

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	CA; English
SYLLABUS:	Drama 7-10; Drama Stage 6; English 7-10; English Stage 6
SCIS SUBJECTS:	Shakespeare, William
KEYWORDS:	Shakespeare
PUBLISHER:	Shakespeare Resource Center, USA
REVIEW DATE:	19/3/02 [822.3] SCIS 1058492

Welcome to Redwall Abbey: the official web site of British author Brian Jacques (Redwall Abbey)
http://www.redwall.org/dave/jacques.html

The fascinating, mythical world of Redwall Abbey is fully explored in this comprehensive site. Navigation is straightforward by way of a menu or a special transporter found on each page. Included is a list of Redwall books in the order that they were published, and also in chronological order of adventures, as Jacques often writes new novels to fit in between existing stories. The site also features **Biography** and **TV interviews** with Brian Jacques, **Animation** sequences from a television episode, **Crossword puzzles** and the excellent **Snowfur's Redwall encyclopedia**. Redwall fans would enjoy this site, and teachers would find it valuable in teaching towards outcome RS3.7 in *English: K-6 syllabus*. J. Eade

USER LEVEL:	Stage 3
KLA:	English
SYLLABUS:	English K-6
SCIS SUBJECTS:	Authors, English; Jacques, Brian
KEYWORDS:	Jacques; Redwall Abbey
PUBLISHER:	B. Jacques, Liverpool
REVIEW DATE:	19/3/02 [823] SCIS 1074555

Country listing (CIA – The world factbook)
http://www.odci.gov/cia/publications/factbook/indexgeo.html

Students will find many uses for this outstanding and easily navigated site containing a plethora of geographic, socio-economic and statistical information on countries of the world. The home page provides an alphabetical hypertext listing of countries. Each section contains a map, brief overview, and information and statistics on the Geography, People, Government, Economy, Communications, Transportation, Military and Transnational issues pertaining to that country. This reference site is updated periodically and is essential for any subject that requires current facts about a country The content of this web site will be particularly useful for the Geography: Stages 4-5 syllabus, Geography: Stage 6 syllabus, Society and Culture: Stage 6 syllabus, and Economics: Stage 6 syllabus. A. Frost

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Economics Stage 6; Geography Stages 4-5; Geography Stage 6; Society & Culture Stage 6,
SCIS SUBJECTS:	Geography
KEYWORDS:	Country information
PUBLISHER:	Central Intelligence Agency, USA
REVIEW DATE:	19/3/02 [910] SCIS 1072812

Pompeii forum project
http://jefferson.village.virginia.edu/pompeii/

The instructional component of this web site, Notes for teachers and students includes: primary sources; instructions on how to Read a Roman painting; A Tour of the city, requiring Flash and Quicktime plug ins and Images of Pompeii. Text, accompanied by thumbnail pictures gives quite comprehensive insight. The rest of the site is primarily aimed at professionals and includes Archival photographs and On site instrument use including archaeological methodology, which may be of use in the Preliminary course of Ancient History: Stage 6 syllabus. Navigation is easy. This site would be of particular relevance to the Preliminary site study: Pompeii and Herculaneum. R. McDowall

USER LEVEL:	Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6
SCIS SUBJECTS:	Pompeii (Extinct city)
KEYWORDS:	Pompeii
PUBLISHER:	University of Virginia, Charlottesville, USA
AUTHOR:	Dobbins, John J.
REVIEW DATE:	19/3/02 [937] SCIS 1048760

The ancient Greek world
http://www.museum.upenn.edu/Greek_World/index.html

The organisation of this site points to several important aspects of Greek history and society. It does this by breaking the information into chronological time periods. This makes it a very valuable resource for Ancient History students, particularly those students studying Athenian society in the time of Pericles. Each time period is examined under the sub-headings: Land and archaeological time; Daily life; Economy; and Religion and death. A separate section entitled Greek pottery, its archaeological importance will also be of interest to students. The term Greek is used where Athenian would have been more appropriate. This indicates an occasional lack of differentiation between the Greek poleis, but students would still benefit from an examination of this worthwhile site. B. Hull, J. Kempthorne

USER LEVEL:	Stage 6
KLA:	HSIE

SYLLABUS:	Ancient History Stage 6
SCIS SUBJECTS:	Civilization, Greek; Family - Greece; Greece - History
KEYWORDS:	Ancient Greece; Greek history
PUBLISHER:	University of Pennsylvania, USA
REVIEW DATE:	19/3/02 [938] SCIS 1080988

Minoan palaces: what are they? (Minoan palaces in Bronze Age Crete)
http://www.dilos.com/region/crete/m_pal.html

Although established by a tourism company with the intention of persuading travellers to visit Minoan archaeological sites, this web site offers good textual and pictorial information and links for students examining Minoan society in Ancient History: Stage 6 syllabus Preliminary society study of Thera/Santorini. There are succinct, useful biographies of King Minos and the archaeologist Sir Arthur Evans, at Sir Arthur Evans, with a reading level appropriate for students. Keywords are underlined and linked. An overview of the history of Crete from 2600 BC to 100 BC is included, along with a summary covering the development of the city of Knossos. The Image gallery presents excellent photographic evidence of archaeological remains of the Palace of Knossos; although the related captions vary considerably in detail. B. Hull, J. Kempthorne

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6
SCIS SUBJECTS:	Crete - History; Architecture, Ancient: Civilization, Agean; Knossos (Extinct city)
KEYWORDS:	Crete; Knossos; Minoan civilization
PUBLISHER:	Dilos Holiday World, Greece
REVIEW DATE:	18/3/02 [939] SCIS 1069024

Deutschland-Katalog (Katalog – frameset)
http://www.dasan.de/kat_frame.htm

A seemingly endless list of links to the most useful German sites can be found in this catalogue. The sites are grouped under headings of: Staat, Politik, Gesellschaft; Nachrichten & Medien; Bildung & Ausbildung; Städte; Regionen; and Reisen & Verkehr. Freizeit, Sport links to many German soccer clubs and Kunst & Kultur leads users to various museums all over Germany, for example, the Käthe Kollwitz Museum in Cologne. This web site is presented entirely in German. Advanced students can peruse this site to research most topics related to German: Stage 6 syllabus. S. Hauth

USER LEVEL:	Stage 5 Stage 6
KLA:	Languages
SYLLABUS:	German 7-10; German Stage 6: Continuers
SCIS SUBJECTS:	German language text; Germany
KEYWORDS:	DASAN; Deutschland Katalog
PUBLISHER:	Bundesverwaltungsamt - Zentralstelle für das Auslandsschulwesen
REVIEW DATE:	19/3/02 [943] SCIS 1073596

China today: a comprehensive information base on today's China and beyond (Chinatoday.com)
http://www.chinatoday.com/

The main topics of this site are displayed on the side of the home page. Many of these are beyond the scope of school students, but a number could be particularly useful in a study of China. These include: General information, with a fact file of the culture and

physical geography of China and a coverage of basic statistical information, such as population trends; and Art & humanities, giving summaries of Chinese opera, music and dance. Culture & tradition gives the Chinese zodiac in a format useful to students investigating the Chinese New Year. At the time of review some of the hyperlinks in this site did not function or were under construction. S. Leslie

USER LEVEL:	Stage 3
KLA:	HSIE
SYLLABUS:	HSIE K-6
SCIS SUBJECTS:	Beijing, China
KEYWORDS:	China
PUBLISHER:	Kompass (China) Information Service Co. Ltd., China
REVIEW DATE:	19/3/02 [951] SCIS 1068077

Zoom school China
http://www.enchantedlearning.com/school/China/

A range of topics about China may be assessed from the brightly coloured drawings on the opening page. These include a fact file, geography, history, craft and animals. Most of the information is simply written, with more detailed information available on some topics, such as the Great Wall of China. Clear printable maps and language and number lists are given. Straightforward instructions are provided for craft activities relating to Chinese New Year, with an uncomplicated description of the holiday. A number of Chinese animals, including endangered species, such as the Giant panda, are described under basic headings, with clear diagrams and cross referencing. S. Leslie

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
SCIS SUBJECTS:	China
KEYWORDS:	China
PUBLISHER:	Enchanted Learning Software, USA
REVIEW DATE:	19/3/02 [951] SCIS 1068073

Antarctica online: Australian Antarctic Division
http://www.antdiv.gov.au/

For students using Antarctica as a case study when working towards attaining the outcome ENS3.6, this is a useful site. Because of the range of information available, some teacher direction would be required, however the A to Z index is a helpful navigation tool. Human impacts are considered, with topics such as the Antarctic Treaty, disposal of waste, the supply of energy, and transport. Information about Antarctic stations and explorers is available and wildlife and flora are profiled, with facts and photographs. Classroom Antarctica is a recent addition to the site. The illustrated information sheets and eight cross curricular units are aimed at upper primary and lower secondary levels across Australia. The ideas for teaching activities are offered in PDF format. S. Leslie

USER LEVEL:	Stage 3 Professional
KLA:	HSIE
SYLLABUS:	HSIE K-6
SCIS SUBJECTS:	Antarctica - Discovery and exploration; Antarctica - Environmental aspects; Antarctica - Research; Australian Antarctic Division; Natural history - Antarctica; Scientific expeditions
KEYWORDS:	Antarctica
PUBLISHER:	Australian Antarctic Division
REVIEW DATE:	18/3/02 [998] SCIS 1043837

Literacy resources

The NSW Literacy and Numeracy Plan underpins our work across Key Learning Areas, and teacher-librarians have a vital role to play. Scan has already published reviews of a range of resources, including some internet sites, to support literacy. In this issue, we highlight further resources in keeping with initiatives in this area. Some of these resources would need to be considered carefully before buying. Our reviewers include literacy experts to give an accurate appraisal of resources and how they might support the NSW Literacy and Numeracy Plan.

Read me. Beginners [series]
Walker, 2001

Many opportunities to teach language structures and features arise as students engage with the well written titles in this excellent picture book series. Simple, yet colourful, illustrations accompany the appealing, often humorous, literary texts. Each page is clearly laid out, which adds to the overall effectiveness. Teachers are able to draw attention to such language devices as: alliteration; noun groups; rhyme; and onomatopoeia. In addition, some titles employ repetitious language patterns that provide good models for text innovation. Teachers looking for appropriate guided reading materials should find this versatile series of interest. H. Gardiner

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	English
SYLLABUS:	English K-6
	Paper $10.95 each Scholastic

Titles in this series are:

Give it to Joe!	SCIS 1055375
Herbie Monkey	SCIS 1055374
In my pocket	SCIS 1055793
Milly Bean, jungle queen	SCIS 1057656
My dog	SCIS 1057658

KENNEDY, Melissa & LEE-ACK, Mike

Net texts: exploring electronic English
Heinemann, 2001
ISBN 0864627173   [025.06]

Strategies and skills inherent in critical information literacy development are well supported in this excellent resource on evaluating electronic texts on the Internet. This resource achieves its objectives of moving beyond the technicalities and characteristics of hardware

and software to the analysis and synthesis of this medium of communication. Clear, well illustrated and referenced explanations are integrated into classroom applications that may assist in achieving syllabus outcomes when responding to and composing texts relating to the Stage 6 Areas of Study. Invaluable to students of Stage 6 English and their teachers, this resource also has numerous, helpful applications for teachers and secondary students when reviewing and assessing web sites across key learning areas. E. Maxwell

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	CA; English; HSIE; PDHPE; Science; TAS; VOC ED
SYLLABUS:	English Stage 6
	Paper $16.50 SCIS 1065008

Books up front: investing in the value of reading
/ edited by Susan La Marca. School Library Association of Victoria Inc., 2001
ISBN 0909978220   [028.5]

Although written for the Victorian education sector, there is considerable value in this book and software package for NSW teachers and teacher-librarians. Inspiration deals with a range of topics that provide up to date background information about issues related to implementing literature programs, such as: literature versus computers; reading recovery; literacy demands of visual texts; poetry; library displays; and literature web sites. Each chapter is well supported by a bibliography. Conversation has interviews with prominent publishers and authors. Dyan Blacklock, Elizabeth Honey, Ann James, and the teams of Gleitzman & Jennings and Pryor & McDonald, are featured. Biographical details are provided and the question and answer format makes browsing easy. Direction has practical suggestions for raising the library's profile in school literature programs. Comprehensive lists of children's books, in 47 categories, include: author/illustrator studies; bullying; death and illness; detective/mystery; environmental concerns; fantasy; friendship; historical; survival; and war. The accompanying floppy disk, Lists and hyperlinks, supplies these files as Word, rtf and text documents, and allows teachers to add new information. Clickable links for Internet sites allow for easy saving as bookmarks. C. Patterson

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English K-6; English 7-10
	Paper $75.00 SCIS 1051688

SPANYOL, Jessica
Carlo likes reading
Walker, 2001
ISBN 0744575907   [428]

Carlo the giraffe's world is filled with clearly labelled objects, so he can read his bedroom and even read his breakfast. He is encouraged to read to everyone and to read everywhere. Thematic and high frequency words for various rooms, garage, backyard, park and market, feature in double page spreads. Vivid illustrations and large print add appeal to this enchanting picture book. There are numerous opportunities for teachers to use the book in predicting and matching activities. Class discussions might focus on the different audiences that can be read to, and the many places where people can read. This excellent book is a worthy inclusion in a classroom collection. H. Gardiner

USER LEVEL:	Early Stage 1 Stage 1 Community
KLA:	English
SYLLABUS:	English K-6
	$24.95 SCIS 1060850

CAHIR, Sandy
Make your point: exploring issues in English
Reed, 2001 (Heinemann)
ISBN 0864627165   [428.07]

Centred around ten contemporary issues, such as homelessness, disabilities, the environment, sport, and indigenous peoples, this course book is a useful resource for English teachers of Stage 4 students. Each issue is explored through: Ten quick questions; Cartoon; Literature; Media; and Everyday texts. The Learning about language sections do not always make explicit for teachers the particular grammatical focus of the activities. Reflecting on the chapter encourages students to articulate further about problems and solutions arising from issues based scenarios, and to consolidate their learning. With some creativity, the stimulus material could be used to design a variety of engaging teaching and learning experiences, such as debating and problem solving. H. Gardiner

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English 7-10
	Paper $22.00 SCIS 1062354

NOVICK, Mary & HARLIN, Sybel
Double delight opposites
Little Hare, 2001
ISBN 1877003018   [428.1]

This vividly coloured, soft covered picture book will be sure to engage young students. On each page, the flip the flap format and clear single word text invites beginning readers to interact with everyday examples of opposites like sad and happy, closed and open, and up and down. This is a book that children and adults can share together or one that young children can enjoy unassisted. When shared with others this book has the potential to generate a great deal of talking and thinking, and provide examples to extend the concept of opposites. The bright, simple, interactive format of this book will surely interest, teach and entertain the young reader. L. Rowles
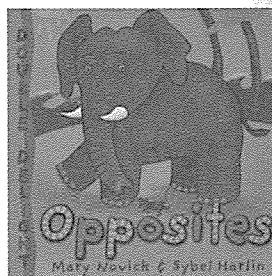
USER LEVEL:	Early Stage 1
KLA:	English
SYLLABUS:	English K-6
	Paper $12.95 SCIS 1062448

Teachers' voices. 7: teaching vocabulary
/ edited by A. Burns and H. de Silva Joyce. National Centre for English Language Teaching and Research, Macquarie University, 2001
ISBN 1864086920   [428.207]

The richness of this material is well worth the amount of reading one has to undertake to access the teaching strategies. The audience for this compilation of vocabulary building activities is teachers of adults for whom English is a second or additional language. Secondary teachers with ESL students, and anyone using the Certificate of Spoken and Written Language (CSWE) frameworks, in their classroom will find thoughtful reflections by

teachers and informed, useful ideas to implement. Users of the realistic strategies in this publication need to have made a fair diagnosis of the specific learning needs of their students. S. Bremner

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English 7-10; English Stage 6: ESL
	Paper $27.50 SCIS 1061250

Reading about. Read alone [series]
Aladdin/Watts, 2000 (Aladdin books)

A diverse range of topics is covered in this worthwhile series that introduces young readers to factual texts. Clear photographs and illustrations support understanding, while explicit teaching of the purpose of captions, contents pages and indexes, and how to access them, can occur through a study of such features. Students are introduced to subject specific vocabulary. Each book provides useful models and springboards to support teaching of factual writing. Teachers should note the use of the term "narrative text" on the back cover, which is used in a different context to that expressed in the English: K-6 syllabus. The books are particularly relevant for use in guided reading sessions. H. Gardiner
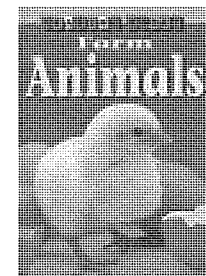
USER LEVEL:	Stage 1 Stage 2
KLA:	English; HSIE; ST
SYLLABUS:	English K-6; HSIE K-6; Science & Technology K-6
	$26.95 each

Titles in this series are:
Baby animals	SCIS 1042172
Dinosaurs	SCIS 1039921
Farm animals	SCIS 1039929
Minibeasts	SCIS 1042171
Seasons	SCIS 1049628
Things on wheels	SCIS 1043330

MARTIN, Carolyn & HOWELL, Tracie
English outcomes. 2
Pearson Education, 2002 (Longman framework)
ISBN 0733917275   [808]

Although aligned to the Western Australian curriculum, this course book can be adapted to suit the NSW English: 7-10 syllabus. Designed for use with Stage 5 students, the text comprises five broad chapters: Non-fiction; Fiction; Drama; Media; and Poetry. A variety of Australian texts form the basis for activities, covering essay writing, research skills and short stories. Two books, Crew & Gouldthorpe's picture book The lost diamonds of Killiecrankie, and a Winton novel, Lockie Leonard, scumbuster, are featured. The content is quite pedestrian, with limited references to multimedia and Internet texts. Assessment criteria are extremely general, and would need to be carefully adapted. This text is best suited as a teacher resource. H. Gardiner

USER LEVEL:	Professional
KLA:	English
SYLLABUS:	English 7-10
	Paper $38.00 SCIS 1062176

Titles in this series are:
Big bad bug	SCIS 1057671
Five little ducks	SCIS 1055517
Mean green machine	SCIS 1057670
One fat cat	SCIS 1055516

Numeracy resources
The NSW Literacy and Numeracy Plan underpins our work across Key Learning Areas, and teacher-librarians have a vital role to play. Scan has already published reviews of a range of resources, including some Internet sites, to support numeracy. In this issue, we highlight further resources to support numeracy, in keeping with initiatives in this area. Our reviewers include numeracy experts to give an accurate appraisal of resources.

PORICH, Greg
Division for primary: colouring activities teaching division
Burrabooks, 2001
ISBN 1864021616   [513.2076]

Useful for reinforcing division concepts, this set of blackline originals has a user friendly format with a concise index. Each page has the content clearly identified. The student is able to colour a picture by using the answers to division questions as a code to the colours used. The resource doesn't attempt to teach division but does offer the student a skills based worksheet to practise the procedure, once the principle is understood. Students receive immediate feedback and can monitor their accuracy. The value of this resource is in its reinforcement of learning and in its provision of an interesting way for students to do this. L. Wilson

USER LEVEL:	Stage 2 Stage 3
KLA:	Mathematics
SYLLABUS:	Mathematics K-6
	Paper $27.95 SCIS 1051907

LITCHFIELD, Jo & BROOKS, Felicity
Usborne first numbers
Usborne, 2001
ISBN 074604187X   [513]

First numbers embraces a variety of learning experiences and levels of learning, to support the Number and Working mathematically strands of the Mathematics: K-6 syllabus. It is complemented by delightful illustrations of clay models. Each double page covers a learning concept, with simple through to quite challenging activities for small children. Numeration, addition, subtraction and multiplication are each covered. Students are subtly introduced to the use of recording symbols. As part of a guided mathematics lesson, this book could be useful to introduce or reinforce concepts being taught. L. Wilson

USER LEVEL:	Early Stage 1 Stage 1 Stage 2
KLA:	Mathematics
SYLLABUS:	Mathematics K-6
	$19.95 SCIS 1051889

Picture books

Picture books are arranged alphabetically by author. Some books in this section are non fiction or have relevance to a particular KLA.

AHLBERG, Allan & BRIGGS, Raymond

The adventures of Bert

Viking, 2001
ISBN 0670893293

In this first collaboration between two giants of children's literature, Ahlberg's deceptively simple, direct prose gently mocks the style and language of some earlier reading primers, while Briggs' illustrations expand and develop the ideas and humour, and fill in narrative gaps. A hint of postmodernism provides interest to older readers, and the one good joke is used with restraint and effect. This highly recommended picture book's elements of the bizarre and ridiculous, its adventures and strong sense of closure will appeal to younger readers. It offers opportunities for discussion of narrative form, and provides an interesting stimulus and model for Stage 3 writers. W. Smith

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K-6
	$23.00 SCIS 1062025

BASE, Graeme

The waterhole

Viking, 2001
ISBN 0670889288   [590]

Is this a counting book, an animal book, a puzzle book, or a richly illustrated picture book? The answer is: all of these and more. From the creator of *Animalia* comes a tantalising work of art to be enjoyed by a range of readers. Each will discover something unique on this journey across continents of the world. An environmental theme, about the importance of water for the world's wildlife, is the focal point around which many other themes swirl. When alerted to this, the reader's eye will detect many hidden wonders. There is much scope for discussion in this multi faceted book which supports numerous Science and Technology units of work. S. Rasaiah

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage3
KLA:	Mathematics; ST
SYLLABUS:	Mathematics K-6; Science & Technology K-6
	$26.00 SCIS 1058632
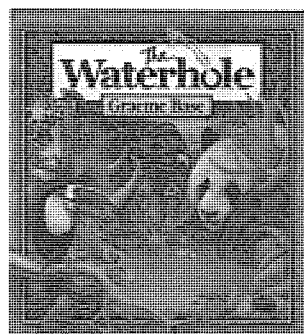
All prices in the availability statement include GST.

BEARDSHAW, Rosalind

Grandma's beach

Bloomsbury Children's, 2001
ISBN 0747550565

All the trappings of the seaside form the basis of this colourful picture book. Emily's mother has an unexpected phone call just as she is about to take Emily to the beach. Instead of a planned day's outing, Mum has to go into work and Emily must to go to Grandma's. To counter her granddaughter's disappointment at missing out on the beach, Grandma creates an impromptu environment in her own backyard. Imagination and family relationships are key components of this enjoyable story. Teachers can use this story to develop beach vocabulary with students, or to demonstrate concept mapping in preparation for teaching the organisation step of the information skills process. S. Rasaiah

USER LEVEL:	Early Stage 1 Stage 1
	$25.95 SCIS 1060206

BRADMAN, Tony & WALLACE, John

The mystery guest

Penguin, 2001 (Puffin)
ISBN 0140567496   [821]

At a fancy dress party all the guests have imaginative costumes but one latecomer had an outstanding idea and came as an alien. The narrator of this rhyming picture book takes the reader through familiar party games and the humorous antics of the mystery guest. The twist at the end invites speculation from readers and viewers. It would be a useful and motivating platform for students' own narrative writing, or as stimulation for class discussion about the possibility of life on other planets. As every verse is four lines in length and has an easy spoken rhythm, students could easily memorise this poem for group performance or readers' theatre. S. Rasaiah

USER LEVEL:	Early Stage 1 Stage 1
	Paper $12.95 SCIS 1055382

BRIAN, Janeen & KING, Stephen Michael

Where does Thursday go?

Margaret Hamilton, 2001
ISBN 1876289511

In simply written, spare prose, this wise, gentle picture book explores philosophical and metaphysical questions about the passage of time and a small child's need for closure. The cumulative story climaxes in Splodge's insight and dawning understanding. He finds an answer which, while not scientifically true, satisfies him and allows him to let go of the day and his question, and to go to sleep. King's whimsical illustrations give the characters life and personality. This highly recommended book would be useful in classroom discussions of birthdays and other special events; with older students, of the nature of questions like Splodge's, and of the value of philosophy. W. Smith

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3
	$24.95 SCIS 1062413

COWLEY, Joy & MOUSDALE, Chris

Brodie

Scholastic New Zealand, 2001
ISBN 1869435176

A sensitively created picture book, *Brodie* was written to help comfort students dealing with the long term illness and death of a classmate. This book has several uplifting moments which balance the grieving of Brodie's family, teacher and school friends. The unique illustrations create a collage of the life of an artistic young boy, his hopes and dreams, and his eventual soaring into the heavens. Each significant person in Brodie's life is allowed to express their feelings throughout the story. It is this sensitive treatment which permits the difficult life and death questions to be confronted and dealt with, by each character, in his or her own way. S. Rasaiah

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	PDHPE
SYLLABUS:	PDHPE K-6
	$24.95 SCIS 1062419

CREW, Gary & ROGERS, Gregory

The rainbow

Lothian, 2001
ISBN 0734401752

A nostalgic Australian story of friendship, this is a gentle tale of a girl, her brother and his best mate, who build a boat to sail down the creek one Sunday. With full page colour illustrations depicting the bush in summer, with its haze and shadows, this picture book is a fine example of how to strike the right balance between words and pictures. With language pitched at various levels, the narrative can be appreciated in different ways. It sets up interesting discussion points about childhood friendships. Crew skilfully alludes to themes of relationships and growing up, which results in a calming, restful, slightly mysterious story. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3
	$24.95 SCIS 1066734

DUNBAR, Joyce & McCAFFERTY, Jan

Magic lemonade

Egmont Children's, 2001 (Blue bananas)
ISBN 0749746459

Zoe has an overactive imagination. She tries relentlessly to show her friends that she is, in fact, a queen. Neither her tablecloth gown, nor her crown of clothes pegs, will convince them to become her loyal subjects. They even refuse to believe in Queen Bossy Boots' magic lemonade. The full colour drawings contain numerous running gags and ongoing subplots with the creatures in Zoe's yard. Amongst these creatures is Zoe's pet dog, a cheeky corgi, who provides a sardonic commentary in speech balloons. A delightfully illustrated picture book, this work cleverly adapts elements from comic books, providing a cumulative story and a surprise ending to build confidence in early readers. I. McLean

USER LEVEL:	Stage 1 Stage 2
	Paper $10.90 SCIS 1053951

FEIFFER, Jules

Bark, George

HarperCollins, 2001
ISBN 0007110553

In this picture book an amusing little tale is carried brilliantly by the expressive, cartoon style illustrations. They expertly give life and personality to the characters in the text making it effortlessly believable that George, the main character, could have a cat, a duck, a pig and a cow inside his small dog's body. In addition to its excellent illustrations, this book has an entertaining story line presented in a clear, easy to read font at the top of each page. The close interaction between text and illustration works very effectively to provide meaning and support for young readers. L. Rowles

USER LEVEL:	Early Stage 1 Stage 1
	Paper $12.95 SCIS 1062019

FOX, Christyan & FOX, Diane

Bathtime Piggy Wiggy

Koala, 2001 (A pull-the-page book)
ISBN 0864613431

Large, bold print, simple drawings and primary colours add to the eye catching appeal of this story about a bathing pig who imaginatively embarks on waterborne adventures. The surprises hidden beneath each of the intricate flaps extend the imagination of readers and viewers, and lend themselves to wild predictions by delighted listeners. The concepts explored in this story could support the teaching of narrative writing. A picture book with a difference, this works best as a shared story with teacher direction, rather than as a book in the hands of overenthusiastic page turners. The climax builds to the last flap which rounds off a satisfying romp. S. Rasaiah

USER LEVEL:	Early Stage 1 Stage 1
	$24.95 SCIS 1060367

HILTON, Nette & SPUDVILAS, Anne

In my backyard

Lothian, 2001
ISBN 073440185X

Escaping the mayhem, frenzy and monotony of inner city life is not as difficult as it may seem, in this beautifully written, picture book. The reader is taken on an adventurous journey where mundane urban places and objects become the source for unbridled fun. Vivid yet unusual illustrations complement the rich, descriptive language. The book lends itself to the teaching of language features, such as onomatopoeia, alliteration and metaphor. For older readers, there are many opportunities to compare children's perspectives of everyday life with those of adults. The power of the imagination could also be discussed. Primary teachers would find this book to be a useful resource. H. Gardiner

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English
SYLLABUS:	English K-6
	$24.95 SCIS 1054721

MOSS, Miriam & MOCKLER, Joanna

Wibble wobble

Orchard, 2001
ISBN 1841217255

Surely every impatient small child has a story to tell about the loss of a wobbly baby tooth. After hearing and witnessing several traumatic tooth tales, William's first tooth finally comes out during an art activity at school. When it goes missing, jeopardising the Tooth Fairy's visit, Mum and the teacher must conduct a search. Descriptive, repetitive language, Mockler's use of vibrant background colours and deceptively simple drawings, and some clever placement of the written text, combine to be highly supportive of beginning readers. Young students will certainly relate to the subject matter, the reactions of supportive adults and the picture book's gentle humour. I. McLean

USER LEVEL:	Stage 1 Stage 2
	$27.95 SCIS 1057638

ROBBINS, Beth & STEWART, Jon

It's OK! [series]

Dorling Kindersley, 2001

Written in consultation with a child psychologist, this series of compact picture books prepares children for new experiences. The narratives feature a family of cats who interact with different animals to solve problems in a light and humorous way. Beautifully illustrated by Stewart, especially *Tom's afraid of the dark*, the colourful, computer enhanced pictures have a three dimensional quality. *Tom's first day at school* is an excellent resource for Kindergarten and preschool students, because it outlines a typical school day and demonstrates appropriate classroom and playground behaviours, and friendship skills. There is a surprising amount of detailed information in these books, with interest levels well maintained by strong storylines. A. Soutter

USER LEVEL: Early Stage 1 Stage 1 Community
KLA: PDHPE
SYLLABUS: PDHPE K-6
    Paper $7.95 each Penguin Books Australia

Titles in this series are:
Tom, Ally, and the new baby   SCIS 1060458
Tom and Ally visit the doctor!   SCIS 1060545
Tom's afraid of the dark!   SCIS 1060463
Tom's first day at school   SCIS 1060539
Tom's new haircut   SCIS 1060542

RODDA, Emily & McBRIDE, Marc

The Deltora book of monsters: by Josef, Palace Librarian in the reign of King Alton

Scholastic, 2001 (Deltora quest/A Scholastic Press book)
ISBN 1865043699

Devotees of Rodda's *Deltora quest* novel series, upon which this exciting picture book is based, will be intrigued by this colourful bestiary. Writing in secret, librarian Josef has escaped with *The Deltora annals*, which hold the history of the kingdom, and which the king's chief adviser wants destroyed. The compilation of monsters is Josef's contribution to continuing the history of Deltora for future travellers. McBride's dramatic and imaginative illustrations complement the graphic descriptions for 21 species of evil beasts: from **Soldeen**, the monster who guards the Lake of Tears; to the perhaps extinct **Dragons**. This book transports readers and viewers into a fantastical time when mythical animals roamed the earth. S. Rasaiah

USER LEVEL: Stage 3 Stage 4
    $24.95   SCIS 1060394

RODDA, Emily & SNELL, Danny

The long way home

Working Title, 2001
ISBN 1876288175

A simple explanation of the meaning of Christmas, and the significance of home and family, is portrayed in this Australian picture book. A sugar glider, desperate to find her way home to be with the ones she loves, tries to explain this need to the wistful wombat guiding her through the bush. On the journey, various natural treasures are collected which take on magical auras when viewed as perfect presents for the sugar glider's family. Teachers will find the rich language in this book valuable for enhancing a literature program. The concepts of friendship and harmony have relevance for students at any time throughout the year. S. Rasaiah

USER LEVEL:
    $24.95   SCIS 1062754

THOMPSON, Colin & PIGNATARO, Anna

No place like home

Hodder Children's, 2001
ISBN 0733613233

Big Jim, the old horse, knows that the best thing about going away is going home again. Torn between a sense of duty to his gypsy circus family and the desire to stay in his peaceful field, Big Jim loyally pulls the caravan until a younger horse can take over. Horse lovers, especially, will relate to the strength of feelings in this picture book that Thompson's words elicit, and Pignataro's detailed illustrations depict. The kindness and closeness experienced by all the characters, animal and human, are touching. This story works equally well as a book to read aloud, or for independent reading. S. Rasaiah

USER LEVEL: Stage 1 Stage 2
    $27.95   SCIS 1062423

WILD, Margaret & HARRIS, Wayne

The house of Narcissus

ABC, 2001
ISBN 073308414

The legend of vain Narcissus carries over into this picture book, in which a stately house is consumed by its own beauty. Situated in Venice, the illustrations are enthralling, and full of Italian lore and culture. The book's format is unusual, being tall and thin, which adds depth and angular detail to the scenery and to the frescoes within the tortured house. Presented to students studying Renaissance artwork, or used as support for an English unit on Greek mythology, this unique book can be enjoyed on many levels. S. Rasaiah
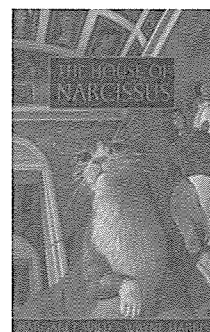
USER LEVEL: Stage 3
KLA: CA; English
SYLLABUS: Creative Arts K-6; English K-6
    $25.95   SCIS 1063345

WILLIS, Jeanne & ROSS, Tony

I want to be a cowgirl

Andersen, 2001
ISBN 18427000073   [821]

A girl lives in an inner city flat, but yearns for a more exciting life than simply being good, playing indoor games, reading, cleaning or cooking. In her mind, the girl visualises herself as a cowgirl: riding a bronco (her pet dog); making a pair of chaps from the lounge room rug; and sampling many other cowhand activities. Two lines of rhyming text accompany each page. Ross's inimitable illustrative style makes the pictures memorable. Many humorous details can be discovered, including wild west shapes in the clouds overhead. This picture book is a useful source of vocabulary development when discussing the topics of town and country with students. I. McLean

USER LEVEL: Early Stage 1 Stage 1 Stage 2
    $29.90   SCIS 1064036

WISHINSKY, Frieda & LAYTON, Neal

Nothing scares us

Bloomsbury, 2001
ISBN 0747550433

Two common childhood phobias, and the fear, felt by many, of rejection by our friends for perceived weaknesses, are explored in this picture book. Bright, childish illustrations by Layton add to the child's view focus. The almost total absence of adults emphasises the importance of their fears to the characters and their readers. This highlights the need for children to work through problems for themselves. The notion of kindness and consideration for one's friends, even at some cost to oneself, is incorporated, and the book provides a basis for classroom discussion of: common fears; the desire for acceptance; and the need to speak out when some uncomfortable or frightening activity is suggested by others. W. Smith

USER LEVEL: Early Stage 1 Stage 1
    Paper $14.95   SCIS 1060336

Fiction for younger readers

*Resources are arranged alphabetically by author.*

Some of these books are also suitable for lower secondary students.

BRUMPTON, Keith

Super stars [series]

Hodder Children's, 2001 (Hodder Wayland)

Amusing twists on medieval tales should keep readers enthralled as they journey back to the days of Merlin and the Knights of the Round Table and Matching Chairs. Owen and Beowulf, a peasant boy and his dog, are the sometimes reluctant heroes of both titles reviewed. The author's illustrations, hilarious, handwritten captions and speech balloons add to the humour, providing talking points after a shared reading experience. Purposefully aimed at "confident readers", these titles are highly recommended additions to any primary school library. The brevity of these satirical, pun filled and witty stories will appeal to fans of Arthurian legends, plus those students just discovering the joy of independent reading. A. Arnott
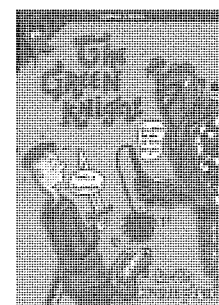
USER LEVEL: Stage 2 Stage 3
    Paper $14.95 each

Titles in this series include:
The green knight   SCIS 1051843
The sword in the scone   SCIS 1051840

CARMICHAEL, Claire

Saving Aunt Alice

Random, 2001
ISBN 1740517296

In this fast paced, humorous adventure of time travel, professional jealousy and adult greed, the boarding school story is dragged into the 21st century. Cal must cope simultaneously with the disappearance of his mother, the dislike, peculiarities and injustice of his teachers, and impossible deadlines. Then there is the sudden appearance of a new English teacher: Cal's previously unknown Aunt Alice, who is eccentric of behaviour and bizarre of dress. The rollicking pace is maintained, dastardly deeds are foiled, good triumphs over evil, and events are brought to a satisfying conclusion in this highly recommended and enjoyable novel. W. Smith

USER LEVEL: Stage 2 Stage 3
    Paper $13.95   SCIS 1053679

CARTER, Mike

Space games

Lothian, 2001 (Takeaways)
ISBN 0734402732

When Johnny successfully tackles the newest game machine at Spacey World in his small outback township, little does he dream that it would eventually lead to him joining a team of cadets chosen to combat an alien force that threatens the world. The games are used to find young people who have the required reflexes to operate weapons systems, developed by adult scientists, to defeat the threat. When Johnny arrives at the training school, his classmates represent a myriad of cultures and religions, including Europeans, Asians and Indigenous Australians. Although the text is simplistic, the concepts are quite sophisticated, making this an ideal book for the independent reader who enjoys science fiction. J. Eade
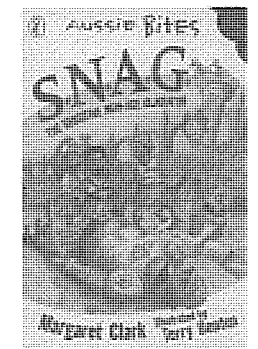
USER LEVEL: Stage 3 Stage 4
    Paper $12.95   SCIS 1051013

CLARK, Margaret

S.N.A.G.: sensitive new-age gladiator

Penguin Books Australia, 2001 (Aussie bites/Puffin)
ISBN 0141311681

Snag didn't want to be a gladiator. He hated violence; besides, he faints at the sight of blood. Even the crowds, bored with "glorious death in the arena", needed something more exciting and challenging. Hence the gladiators' battle plan guaranteed them the refreshing entertainment they desired. Set in ancient Roman times, when Titus was Emperor, this is a delightfully funny story. There are many farcical and aptly named characters. Snag is a wimpy looking, naive guy, whose trivial jokes and inappropriate responses are comical. The other gladiators are brutal and bloodthirsty, that is, until Snag assumes leadership. Terry Denton's numerous illustrations are excellent. They capture the essence of the fast paced writing. D. Doust

USER LEVEL: Stage 2 Stage 3
    Paper $14.95   SCIS 1049094

CLARK, Margaret
A wee walk
Penguin Books Australia, 2001 (Puffin)
ISBN 0141312688

A play on words, the title of this novel readily engages its readers, who will continue to be enchanted by Craig Smith's illustrations and Jock the Scottish terrier's "wee-mails" throughout the story. Well sized font, short chapters, and clipped sentences, are cleverly combined with a subject in which students are sure to delight. The notion that dogs leave messages that can be translated into words on every post and tree, shows that ideas for books can come from the most unlikely sources. Clark ensures that proper pet care is woven into the story, in addition to positive, prevailing reflections of love and loyalty in the relationship between this dog and its owner. S. Rasaiah

USER LEVEL:	Stage 1 Stage 2	
	Paper $11.95	SCIS 1053809
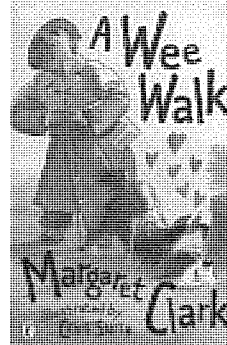
COLLINS, Paul
The great ferret race
Lothian, 2001 (Takeaways)
ISBN 0734402724

In this first person narrative, several familiar focus areas are pursued: pets; peer and family relationships; and competition between rivals. The themes are not brought together effectively into a coherent narration. The narrative voice is not entirely convincing, characters are caricatures rather than rounded and believable. The implied multiculturalism feels forced and unnecessary. Some incidental information about the keeping of ferrets as pets is provided. Keepers of ferrets may find the novel interesting, but it is unlikely to have broader appeal. W. Smith

USER LEVEL:	Stage 3	
	Paper $12.95	SCIS 1058535

DUBOSARSKY, Ursula
Fairy bread
Penguin Books Australia, 2001 (Aussie nibbles/Puffin)
ISBN 0141311754

You will never feel quite the same about fairy bread after reading this large print, early chapter book! With illustrations by Mich Vane, this story is about getting too much of a good thing; the twist at the end will bring on some wry smiles. There are a number of classroom uses for this work. Using simple plus and minus strategies, students can evaluate Becky's solutions for using up her oversupply of fairy bread, or devise their own. There are lots of question marks and exclamation marks among the full stops, giving the tale immediacy and providing simple examples of punctuation conventions. N. Chaffey

USER LEVEL:	Stage 2	
KLA:	English	
SYLLABUS:	English K-6	
	Paper $9.95	SCIS 1048988

FRENCH, Jackie
A story to eat with a mandarin: Phredde and the Temple of Gloom
HarperCollins, 2001
ISBN 0207197814

A new addition to the Stories to eat with a... series of fairytale adventures, this book contains the same mix of satire and imagination as its forebears. French's language format of half speech, half thoughts, and a persistence of one line jokes, leaves the reader somewhat exhausted. Combining fantasy with the stereotypes of traditional fairytales, the characters and events are developed in modern, colloquial language. Students will enjoy the disasters in Phaeryland and the humorous descriptions of Phredde the phaery's antics. The idiosyncratic yet refreshing writing style may be an interesting one to examine during activities to support the achievement of Learning about outcomes in the Reading and Writing strands of the English: K-6 syllabus. S. Rasaiah

USER LEVEL:	Stage 3	
KLA:	English	
SYLLABUS:	English K-6	
	Paper $12.95	SCIS 1060233

HARDCASTLE, Michael
Mega stars [series]
Hodder Children's, 2001 (Hodder Wayland)

The race had many skilled competitors and Aaron, the Downhill biker, knew that he'd have to be super fit. Little did he expect his rivals to sabotage his bicycle to reduce his chances of winning to almost zero. In Skateboard secret, Robbie worries that it was a mistake to joining a gang. The stories in this series are fast moving and predictable, raising issues such as: winning at all costs; name calling; bullying; and damaging others' property; law breaking; and revenge. While the illustrations are impressive, and likely to appeal to the target group of adolescent readers, there is a concern that so many of the characters exhibit immature behaviours. D. Doust

USER LEVEL:	Stage 3 Stage 4	
	Paper $14.95 each	

Titles in this series include:
Downhill biker	SCIS 1062016
Skateboard secret	SCIS 1062012

HARRIS, Christine
Jamil's shadow
Penguin, 2001 (Puffin)
ISBN 0141312106

A young orphaned boy keeps to himself, tending his cattle and remaining apart from others in his small Turkish village. When a stray dog follows him home one day, Jamil must decide whether to risk letting anyone or anything get close to him again. If used as literature support in a Personal Development program, this illustrated story would provide clear examples of how a sense of self worth and belonging affect an individual's self esteem and therefore influence his or her actions. It could also be used to promote discussion about the importance of family life, the value of positive relationships, and how people deal with separation from those they love. G. Penn

USER LEVEL:	Stage 2 Stage 3	
KLA:	PDHPE	
SYLLABUS:	PDHPE K-6	
	Paper $12.95	SCIS 1058540

HEFFERNAN, John & McLEAN, Andrew
My dog
Scholastic Australia, 2001 (A Margaret Hamilton book)
ISBN 1876289120

Considering the number of war zones around the world, the people who live in such places, and refugees who flee them, this poignant picture book is timely. Focussing on ordinary people, we see and feel the implications of unrest on their lives. The everyday things that students take for granted, including family, are stripped away. Unanswered questions, such as the whys of violence and inhumanity, and uncertain fates of loved ones, are haunting. Although there is a helping hand, which provides a temporary home for a Bosnian boy and his dog in this story, the ending is less certain and happy than in traditional tales. This book is an excellent discussion starter. N. Chaffey

USER LEVEL:	Stage 3 Stage 4	
	$24.90	SCIS 1034046

HEISS, Anita
Who am I?: the diary of Mary Talence, Sydney, 1937
Scholastic, 2001 (My story)
ISBN 1865043613

From her stay in Bomaderry Aboriginal Children's Home to being the only Aboriginal student at St Ives Public School, Mary's diary provides a personalised account of the struggle undertaken by Australian Indigenous people to defend their rights and maintain their identity under assimilation. Mary is a fictional eleven year old Aboriginal girl, adopted by a white middle class family. Through her character we explore: the Stolen Generations; Aboriginal identity; and race relations in Sydney leading up to the 1938 Aboriginal Conference. Suitable for senior primary students, or as reference material to support Stage 6 Aboriginal Studies, this book helps students to better understand the human and emotional impact of the government policies of the time. L. Pratt

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6	
KLA:	HSIE	
SYLLABUS:	Aboriginal Studies Stage 6; History 7-10; HSIE K-6	
	Paper $15.95	SCIS 1057439

KETTLE, Phil
Toocool [series]
Scholastic, 2001

Toocool is the central character in this series of sports based stories. Imaginative and very confident, Toocool considers himself to be a great sporting hero. The books all follow a similar format consisting of short illustrated chapters followed by: a glossary; a map; a quick summary of the sport; a labelled diagram; a question and answer section; and a summarising quiz to test the reader. Characters in each story are introduced with Craig Smith's illustra-tions before the story begins. This enables the narrative and action to begin straight away, retaining the interest levels of emergent readers. E. Derouet

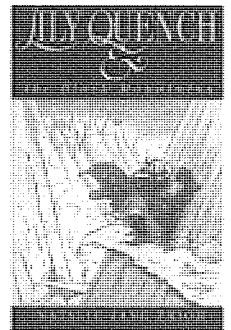| USER LEVEL:	Stage 1 Stage 2	
	Paper $8.95 each	

Titles in this series include:
Toocool, fishing fanatic	SCIS 1039600
Toocool, kart master	SCIS 1039613
Toocool, surfing pro	SCIS 1039597

PRIOR, Natalie Jane
Lily Quench & the Black Mountains
Hodder Headline, 2001 (Hodder Children's)
ISBN 0733613306

Living up to the excitement first generated by Lily Quench & the dragon of Ashby, in this tale Lily and her ally, Queen Dragon, are united in their quest to retrieve a magical blue flower and save their homeland. The lively pace and detailed plot challenges readers to focus on each development as the adventure unfolds. The characters and situations linger in the imagination, conjuring up vivid images and making this fantasy come alive. Enjoyable as a story to read or listen to, students writing their own adventure stories who need examples of believable characters, strong narrative structure, and plausible plot complication and resolution, may find this novel to be a helpful model. S. Rasaiah

USER LEVEL:	Stage 2 Stage 3	
	Paper $14.95	SCIS 1064082

WILSON, Jacqueline
Sleepovers
Doubleday, 2001
ISBN 0385601816

To celebrate their birthdays, Daisy's new friends all have sleepovers. Wanting to join in, Daisy is faced with a dilemma; if her friends stay the night they will have to meet her sister who has a disability. When exploring interpersonal relationships, a class teacher could draw on examples found throughout this illustrated story to help students identify ways in which they communicate and care for others. Used in role play scenarios, such examples would assist when: practising skills of maintaining friendships and resolving conflicts; or demonstrating positive actions that could be taken when feeling angry or hurt. This short novel also clearly conveys an underlying, inclusive message about the rights of people with disabilities. G. Penn

USER LEVEL:	Stage 2	
KLA:	PDHPE	
SYLLABUS:	PDHPE K-6	
	$27.40	SCIS 1053909

Fiction for older readers

Resources are arranged alphabetically by author.
Some of these items are also suitable for upper
primary students.

BONE, Ian
Blood on the microphone
Lothian, 2001 (Crime waves)
ISBN 0734401701

Saffi gets out of going with her hippy parents on their next protest trip by convincing them she can be well looked after by her older "Goth" sister Ruby, much to her sister's disgust. Ruby organises their neighbour, a retired actor who calls himself Sarge, to babysit instead. Saffi decides to escape and investigate why Ruby has been so edgy lately and, predictably, works with Sarge to solve the mystery. With Sarge linking real life situations to his past television shows, the story has an amusing twist. Well written and suspenseful, the book is a good starter for young crime fiction fans. E. Derouet

USER LEVEL: Stage 3 Stage 4
Paper $12.95   SCIS 1056207

BRUGMAN, Alyssa
Finding Grace
Allen & Unwin, 2001
ISBN 1865084530

Rachel accepts her post school challenges: getting a job; moving out; and becoming independent. After some horrendous mistakes, Rachel becomes capable in her role as carer to brain damaged Grace, of understanding Grace's need for dignity. When she interacts with boys at university however, Rachel is awkward and extremely sensitive. Older, confident readers will readily relate to the protagonist's quest for self knowledge, her place amongst her peers, and the meaning of life. Grace proves irritatingly enigmatic for Rachel; with a light comic touch, and in a very moving resolution, we see Rachel discovering grace and Grace. This well written novel supports the area of study, *Changing perspectives*, in the *English: Stage 6 syllabus*. W. Bowie

USER LEVEL: Stage 5 Stage 6
Paper $15.95   SCIS 1048542

CATRAN, Wendy
Not raining today
Lothian, 2001 (Lothian YA fiction)
ISBN 0734402600

Decades of oppression and persecution are condensed into one young Tibetan nun's struggle to survive, so that she can tell her story to the outside world. The novel successfully captures the vitality and resilient nature of the Tibetan people as they struggle to maintain their heritage and culture. It is an absorbing book, well written with strong central characters. The novel provides a range of classroom possibilities from simple themes to do with friendship, trust and survival to the more complex relationship between Tibet and China involving cultural and religious preservation. Sacrifice is also highlighted through the poignant account of those who did not escape, including the main character's friend. The style and language make it an accessible book. B. Kervin
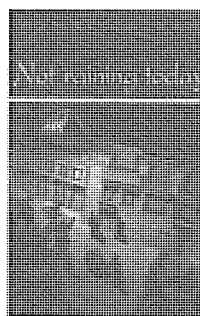
USER LEVEL: Stage 3 Stage 4 Stage 5
Paper $14.95   SCIS 1049439

EATON, Anthony
A new kind of dreaming
University of Queensland Press, 2001 (UQP young adult fiction)
ISBN 0702232289

Jamie Riley, a dislocated youth sent by a Western Australian court to Port Barren in the far North West, is thoroughly unprepared for the experience. As a channeller in this mining town, he is the catalyst for a long overdue investigation into the murder of two refugee boat people. The target of his search is identified early, so perhaps the most rewarding aspect of this thriller is the personal growth achieved by Jamie as a consequence of his traumatic experiences and the humanity of friends. The quite predictable plot and rather stock characters could assist emergent readers to enjoy this adventure. W. Bowie

USER LEVEL: Stage 4
Paper $17.95   SCIS 1060342

FLANAGAN, Richard
Gould's book of fish: a novel in twelve fish
Pan Macmillan, 2001 (Picador)
ISBN 0330363034

As historian, Flanagan creates the personality and context of William Beulow Gould and his magnum opus. Out of the effluvium of the monstrously inhuman convict world of Port Arthur blossoms the irrepressible soul of an artist who is spiritually transcendent and creative in text and image. Silly Billy is a wordsmith of the most mesmerising degree and this facility is the vehicle of his transmogrification in the inspired insanity of penal colonies of the early 19th century. A replica of antipodean naturalist publications in font, chapter abstracts and illustrated plates of fish, this excellent tale ranges over philosophical chestnuts. It settles emphatically on the nature of composition, how texts make meaning, and the relationship of composer and responder that is pertinent to Stage 6 English studies. W. Bowie

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced;*
          Extension
          $50.00   SCIS 1063666

Do you have a great idea for a future *Scan* article?
Please ring The Editor on 02 9886 7501 or email
Ian.McLean@det.nsw.edu.au

HARTNETT, Sonya
Forest
Viking, 2001
ISBN 0670899208

Cats! Love them or loathe them, it is difficult for any reader not to feel for Kian, a neutered domestic tomcat, who has been dumped in an alien forest environment along with two kittens. Hartnett assumes the difficult task of getting into the consciousness of her characters, expressing feline thoughts, experiencing feline emotions, and speaking coarse, abusive "catspeak". The author captures perfectly the paradoxical, territorial nature of a fiercely independent species. The cat portrayals, especially as unfriendly ferals insist on guiding Kian back to his own territory, are so convincing that we are inexorably drawn into their world. Written in powerfully sensual and evocative language, this is a remarkable and memorable novel. B. Richardson

USER LEVEL: Stage 4 Stage 5 Stage 6
Paper $19.95   SCIS 1058638

JINKS, Catherine
The rapture
Pan Macmillan, 2001
ISBN 0330363069

Set in the future, the novel explores the moral implications of genetic engineering in influencing future actions and events. While the underlying premise is obscure in its initial construction, the consequential plot development will satisfy the older reader's interest. The use of a two person narration provides a different perspective to the merging events depicted, which allows the novel to be used for various classroom strategies. Issues associated with religious fanaticism, mind control and freedom of choice offer a wide range of support subject matter for various electives. On a more general level, its Tasmanian setting, futuristic theme, and computer and scientific orientation, help to maintain student interest. B. Kervin

USER LEVEL: Stage 4 Stage 5
Paper $14.95   SCIS 1062899

JONES, Susanna
The earthquake bird
Macmillan, 2001 (Picador)
ISBN 0330485032

Using flashbacks and both first and third person narrative styles, this mystery novel could be incorporated into the Stage 6 English *Extension* elective, *Crime fiction*. The reader is taken into the complex and frightening world of Lucy Fly, whose inner conflicts and familial and personal relationships entwine to present a chilling portrait. Obsessive, haunted and honest, Lucy must face death and its consequences through her life decisions. A story for the mature reader, this confronts, leaving questions rather than answers. The novel presents a vehicle for discussion about motive, character development and style. B. Hull

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Extension*
   Paper $26.00   SCIS 1048287
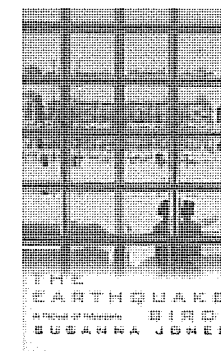
KELLEHER, Victor
Red heart
Penguin Books Australia, 2001 (Viking)
ISBN 0670896950

Along a post greenhouse Darling River, young Nat seeks the truth. Just like a young Marlow, he is travelling into the heart of darkness: the corrupt fiefdom of his meglomaniacal Uncle Jack. Pete and Irene are two ferals also searching. Together, Nat, Pete and Irene wrestle with both human and environmental forces in a period of monumental change. Award winning Kelleher's achievement is his powerful and detailed creation of the mighty Darling: swollen by perpetual monsoon to terrible dimensions; home to crocodiles and marauding mosquitoes; and host to terrible fevers. Nat's voyage of discovery is epic, personal and life affirming. W. Bowie

USER LEVEL: Stage 4 Stage 5
Paper $19.95   SCIS 1058493
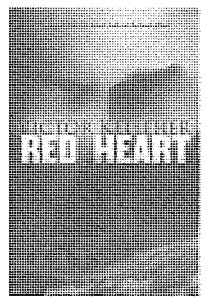
LAWRENCE, Anthony
In the half light
Pan Macmillan, 2001 (Picador)
ISBN 0330362690

As he says, James Molloy has a fine eye for like minded people. He also possesses a great ear for colloquial dialogue and dramatic moment; a poetic eye for the natural world we all inhabit. This is the irresistibly fecund tale of a maturing boy thoroughly immersed in multiple realities and learning to move economically and passionately in them. James' interior life is rich, chaotic and powerful. Its tumult provides insight upon insight into the worlds we all inhabit, through rich and varied language and surprisingly appropriate registers. Memorable characters people these kaleidoscoping yet increasingly stabilised realities. Sexual scenes and references suggest due care in recommending this to readers. W. Bowie

USER LEVEL: Stage 5 Stage 6
Paper $21.00   SCIS 1063608

LISSON, Deborah
The Yankee whaler: the diary of Thomas Morris, Bunbury WA, 1876
Scholastic, 2001 (My story)
ISBN 1865044385

A young boy's quest to be a journalist develops into a snapshot of colonial life in Western Australia, complete with mystery, danger and high sea adventure. It is written as a diary. Readers might identify with the life choices to be made based around loyalty, freedom and being true to one's values in challenging situations. Its historical perspective provides useful classroom stimuli on a number of aspects such as the Irish in Australia, convict and pioneer life and the whaling industry. Suitable for Stage 3 readers, the book is also appealing to many older readers who require additional support with reading. B. Kervin

USER LEVEL: Stage 3 Stage 4 Stage 5
Paper $15.95
          SCIS 1063022

All prices in the availability statement include GST.

MEEHAN, Kierin

Hannah's winter

Penguin Books Australia, 2001 (Puffin)
ISBN 0141000449

Hannah finds herself staying with her mother's friends in Japan while her mother is researching a new book. Whilst settling into a foreign household with different customs and language, Hannah is befriended by a ghost child asking her for help. The adventure begins for Hannah and her new friends after they discover an ancient piece of paper with a riddle they are compelled to solve. Contemporary and humorous, the story is dotted with snippets of Japanese language and culture. The Author's note at the conclusion of the novel, explains further the places and traditions referred to in the book. E. Derouet

USER LEVEL: Stage 3 Stage 4
    $14.95   SCIS 1054733

PAUSACKER, Jenny

Scam

Lothian, 2001 (Crime waves)
ISBN 0734402775

A sequel to *Looking for Blondie*, Justine's uncle continues his passion for writing crime stories. When Uncle starts to write a novel about a missing farmer, his life is threatened. Evidence links this crime to a fraudulent Internet scheme concerning ostriches and several strange happenings in Wombat Valley. It's up to Justine and Uncle to solve the mysteries. Although beyond belief, the story is interesting and appealing, helped in part by clever book design and striking cover art. Some of the characters have amusing, somewhat eccentric, traits. Uncle's two blonde journalists provide a touch of humour and romance, a trail of clues and an unexpected ending. D. Doust

USER LEVEL: Stage 3 Stage 4
    Paper $12.95   SCIS 1049265

Also available in this series:
Unmasked   SCIS 1056179

ROY, James

A boat for Bridget

University of Queensland Press, 2001 (UQP young adult fiction)
ISBN 0702232505

Bridget's father loves sailing; Bridget loves sailing too. When her father becomes a crewmember in the Sydney to Hobart yacht race, no one is more excited for him than Bridget. Her mother is terrified, as she's been through it all before. Now with gale force winds, enormous seas and unpredictable conditions in Bass Strait, her worst nightmares are realised. Initially set in Sydney, this adventure story about Australia's most famous ocean classic has several subplots: the building of Bridget's dinghy; her father's past reminiscences; and Bridget's teacher's mapping lessons. Positive values of friendships, and loving and understanding family relationships, are also developed. This novel is sure to appeal to boating and yachting enthusiasts. D. Doust

USER LEVEL: Stage 3 Stage 4
    Paper $14.95   SCIS 1062317

STORR, Catherine

The if game

Oxford University Press, 2001
ISBN 0192718738

Twelve year old Stephen's discovery of a set of keys presages a voyage of personal discovery. In the manner of *Tom's midnight garden*, a series of invitations to a parallel reality leads him to seek answers to his mother's imprisonment and to winkle information out of his taciturn and undemonstrative dad. There are plenty of gaps to excite and challenge a competent reader. It also provides a clear sense of adolescent vulnerability and stoicism. Fantasy easily equates with an imaginative approach to dealing with significant personal change. Issues dealt with include: single parent families; prison; and growing up. W. Bowie

USER LEVEL: Stage 3 Stage 4
    Paper $22.95   SCIS 1066738

Storykeepers

/ edited by Marion Halligan. Duffy & Snellgrove, 2001
ISBN 1876631104   [A823]

Eighteen well known, living writers responding to dead authors in order to create conversations about Australia and Australians, has resulted in two poems, one story and a variety of distinctive essays. The correspondence, set up between each writer and their antecedent subject, is a testament to the timelessness of the vibrant community that is composed of readers and writers. This collection contains many demonstrations of the ways texts may be read and responded to. It features, among others: Carmel Bird; Gary Crew; Libby Gleeson; Peter Goldsworthy on Hal Porter; and Les Murray on Sali Herman. It is enchanting to eavesdrop on such serious conversation. Lucy Frost on Truganini is excellent support for the area of study: *Change* of HSC English courses. A number of authors and subjects are prescribed for study. This alone is a remarkable resource for students and teachers. W. Bowie

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced; Extension*
    Paper $25.00   SCIS 1063667
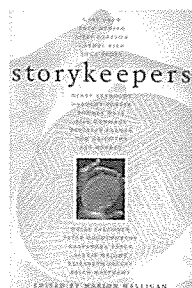
WILKINSON, Carole

Ramose [series]

Black Dog Books, 2001

Ramose, protagonist of this series set at the time of Thutmose I, is a spoilt royal, exiled to live as an apprentice scribe. He outwits tomb robbers; and encounters an oracle in his quest to reunite with his father, the pharaoh. With Hapu, an apprentice painter and Karoya, a Nubian slave, the reader can trace the maturation of Ramose, through the themes of loyalty, friendship and betrayal. Wilkinson presents a well researched and lively background for the fictional characters. Further reading, notes and possible Internet sites are included. This series would appeal to budding Egyptologists and readers of mystery and intrigue. B. Hull

USER LEVEL: Stage 4
    Paper $15.35 each
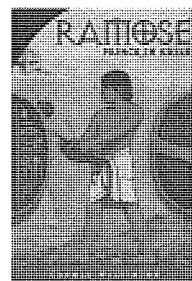
Titles in this series include:
***Ramose: prince in exile** (Book 1)*   SCIS 1047917
***Ramose and the tomb robbers** (Book 2)*   SCIS 1047801
***Ramose: sting of the scorpion** (Book 3)*   SCIS 1061404

WINTON, Tim

Dirt music

Pan Macmillan, 2001 (Picador)
ISBN 0330363239

More than a love story, this novel explores themes of personal choice and consequence. The protagonists, Georgie and Luther, each experience a voyage of self discovery against a harsh and uncompromising background of people and landscape. The land itself becomes a major force within the action. Characters face loneliness and isolation, in various guises, within the social mores of a small West Australian fishing town. Winton's vivid style, strong characterisation, and presentation of challenging issues, encourage discussion and debate. This novel could be utilised as a related text for Stage 6 English students undertaking the area of study, *Change*. B. Hull

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard*
    $46.00   SCIS 1063855

Information, poetry and drama

### Resources are in Dewey order.

WARE, Peter

Information processes and technology. HSC course

Wiley, 2001 (Jacaranda)
ISBN 0701634723   [004]

Intended as a textbook for students of the *Information Processes and Technology: Stage 6 syllabus*, this book follows the syllabus sequentially with good, basic level explanations and clearly presented definitions and diagrams. Each section concludes with some sample multiple choice and short response questions. Teachers and students will find the chapter on project work valuable and there are many practical project ideas, using commonly available school resources, throughout the book. The diagrams are clear and helpful, following the formats outlined in the course specifications from the Board of Studies, and there is a comprehensive glossary. B. Sampford

USER LEVEL: Stage 6 Professional
KLA: TAS
SYLLABUS: Information Processes & Technology Stage 6
    Paper $48.95   SCIS 1057292
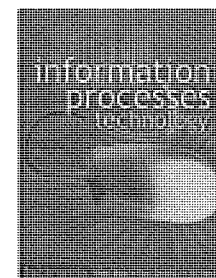
Cover copyright ©2002 John Wiley & Sons Australia

WARD-JOHNSON, Chris

A magic mouse guide [series]

Cherrytree Books, 2001

This series of guides aimed at students is easy to read. The cartoon illustrations enhance the text and highlight and explain important concepts. Each book takes the reader step by step on a discovery of the many aspects of ICT (information and communication technologies) which can be integrated across all key learning areas. Published in the UK, the concepts are comparable to Australian situations and are clearly developed and explained. This series is a useful resource to support several Science and Technology units, including: *Let's communicate* and *Picture it* (Stage 1); *Keep in touch* (Stage 2); and *Way out communication* (Stage 3). J. Hancock

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
    Paper $16.50 each

Titles in this series are:
Computers   SCIS 1053972
E-mail   SCIS 1053970
Internet   SCIS 1053994
World Wide Web   SCIS 1053987

CLARK, Margaret & FOX, Claire

What to do when life sucks

Random, 2001
ISBN 1740517539   [158.1]

For young people wanting advice and reassurance about a variety of problems, this book deals with issues such as: Body image; Loneliness; Sex hassles; Being gay; Being pregnant; Alcohol and drugs; Depression; and Suicide. Each section begins with a letter in which a young person outlines a personal problem, and the authors give sensible advice and extra information where appropriate. Interesting and helpful, without being patronising or moralistic, the book takes young people's concerns seriously. The only omission is advice on exactly where to find help in the school or community. A. Soutter

USER LEVEL: Stage 5 Stage 6 Community
KLA: PDHPE
SYLLABUS: PDHPE 7-10; PDHPE Stage 6
    Paper $16.95   SCIS 1060911

ROSS, Stewart

The story of Mother Teresa

Belitha, 2001 (LifeTimes)
ISBN 1841383422   [271]

The life of Mother Teresa, a Roman Catholic nun who founded the order of the Missionaries of Charity in Calcutta, makes a fascinating subject for this first biography. The information is presented in narrative style. The format is simple text, organised under headings and supported by coloured illustrations. Snippets of additional information are given at the end of each section. The inclusion of a timeline at the end of the book is helpful, as is the listing of additional resources and web sites. This series of notable people may be useful when teaching the *Change and continuity* substrand, *Significant events and people*, in the *HSIE: K-6 syllabus*. E. Derouet

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
    $33.00   SCIS 1060203

Ceremonies and celebrations [series]

Hodder Wayland, 2001
ISBN 0750233087

Each title in this series features thematic information relating to Buddhist, Christian, Hindu, Jewish, Muslim and Sikh faiths. For each aspect covered, there is an introduction, followed by six chapters, one for each religion. Passages of Sacred text, plus brief personal narratives from a child's point of view, are presented as sidebars to the main texts. Teachers of the *HSIE: K-6 syllabus* would find this series a very useful resource, particularly for addressing outcomes in the *Cultures* strands of *Identities* and *Cultural diversity*. The information is readily accessible, though some guidance would be needed for younger students. **Further information** directs readers to other useful books and authoritative web sites. These would need to be checked for curriculum relevance. A. Arnott

USER LEVEL:	Stages 2 Stage 3	
KLA:	HSIE	
SYLLABUS:	HSIE K-6	
	Paper $16.95 each	SCIS 1051800

Titles in this series include:

Growing up	SCIS 1051804
Feasts and fasting	SCIS 1051800
Life's end	SCIS 1055317

Globalisation

/ edited by Justin Healey. Spinney, 2001 (Issues in society 151)
ISBN 1876811609   [303.48]

Following a common format for the series, this book provides relevant and current material to support Preliminary and HSC studies on the topic of global business, furthering students' understanding of the implications of globalisation on business fluctuations and management. Media reports; government comment; explanations from Australian and world press; and links to appropriate and authoritative Internet sites, are combined into this one resource. Clear use of headings and titles make the book easy to use in structured learning situations. **Debating the issues** has lists of arguments for and against globalisation. Line illustrations, cartoons and diagrams add to the striking presentation. Note that some of these are not necessarily part of an article's original format, and should be appropriately labelled to clarify this. N. McFayden

USER LEVEL:	Stage 6 Professional	
KLA:	HSIE	
SYLLABUS:	Business Studies Stage 6	
	Paper $17.50	SCIS 1048188

Extraordinary Australians [videorecording]

NPG, 2001 (55 min.)
ISBN none   [305.800994]

The ever changing views of Australia's cultural identity are explored through video case studies of contemporary youth at Merrylands High School. Performance poet Tug Dumbley, of ABC's Triple J radio, investigates many aspects of multiculturalism. He discovers that the school is a microcosm of modern Australian society. Three students are featured: Kaavya, a Fijian Hindu Australian; Tufi, son of a Samoan Baptist missionary; and Mathew, who searches for Aboriginal culture on Ullungundi Island. An educational psychologist provides first hand experiences and commentary about how young Australians balance cultures old and new. There is use for this material in classrooms as part of a wider teaching program on contemporary Australian identity. C. Dorbis

USER LEVEL:	Stage 4 Stage 5 Stage 6	
KLA:	HSIE	
SYLLABUS:	Aboriginal Studies 7-10; Aboriginal Studies	
	Stage 6; Geography Stages 4-5; History	
	Stages 4-5; Society & Culture Stage 6	
	$39.50 NPG Films	SCIS 1061756

First peoples [series]

Times Editions, 2002

Written by indigenous authors, or non-indigenous authors in collaboration with the First Peoples, this series sets out a vast amount of information for each group. About the author on the Index page explains the authority for each title. Covering a wide variety of themes, contemporary history, changing environs, beliefs, art, and festivals are commonly represented. Designed for use in classrooms, the information is packaged tightly. Each title contains a one page Glossary for words italicised in the main text. **Finding out more** lists books, videos, and contact details for authoritative organisations. Suggested Internet sites would need to be checked for curriculum relevance. This series is an excellent resource to support a number of topics in HSIE syllabuses. C. Dorbis

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6	
KLA:	HSIE	
SYLLABUS:	Aboriginal Studies Stage 6; Geography	
	Stages 4-5; History Stages 4-5; HSIE K-6;	
	Society & Culture Stage 6	
	$33.00 each	

Titles in this series are:

The Aboriginal peoples of Australia	SCIS 1056892
The Hmong of Southeast Asia	SCIS 1056891
The Inuit of Canada	SCIS 1057704
The Masai of Africa	SCIS 1057719
The Mohawks of North America	SCIS 1057712
The Yanomami of South America	SCIS 1057718

SHAVICK, Andrea & HARD, Charlotte
The truth about families

Oxford University Press, 2001
ISBN 0192723782   [306.85]

Getting on with family members can be very hard work. Through the *Social systems and structures* strand of the *HSIE: K-6 syllabus*, teachers encourage Stage 1 students to accept different family structures and values, recognising functions of families and their activities. This picture book is a useful resource for helping students to identify roles and responsibilities within families and identify ways of interacting positively with other family members. Humorously presented in cartoon style, using captions and speech bubbles, the information is organised into sections and covers: family compositions; typical family activities; and how to deal with disagreements. The book reminds us of an inevitable truth: one doesn't get to choose one's own family. G. Penn

USER LEVEL:	Stage 1 Community Professional	
KLA:	HSIE	
SYLLABUS:	HSIE K-6	
	Paper $15.95	SCIS 1056584

Issues in society [series]

/ edited by Justin Healey. Spinney, 2001   [306.85]

With emphasis on moral and ethical viewpoints, these collections of up to date newspaper and journal articles, government reports, and **Facts & figures**, provide invaluable stimulus material for informed discussion in senior classes. The high quality of information supports note taking and assessment tasks. Teachers of numerous Preliminary and HSC courses, notably Community and Family Studies, would find this series a reliable, comprehensive reference source. *Family values* focuses on **Changing families**; **Marriages, de factos and divorce**; and **Family values**. *Work and families* groups articles into: **Balancing work and family**; **The child care debate**; and **Women, work and fertility**. It should be noted that some cartoons and graphics accompanying articles are not part of the original items, and should be appropriately labelled to clarify this. C. Barlow

USER LEVEL:	Stage 6	
KLA:	HSIE; PDHPE	
SYLLABUS:	Community & Family Studies Stage 6; PDHPE	
	Stage 6; Society & Culture Stage 6	
	$17.50 each	

Titles in this series include:

Family values (vol 150)	SCIS 1048184
Work and families (vol 155)	SCIS 1057397

WILLIAMS, Brian
Biggest and best [series]

Miles Kelly, 2001   [306.85]

These are short reference books written for primary and junior secondary school students. The page layouts have similarities to an Internet site. Lists of major events and records accompany well captioned illustrations and tables. Each topic is covered in a two page spread and there is a quiz at the end of each volume. Stage 3 students who prefer to read non fiction will find an array of fascinating snippets of information to support a variety of topics. Stage 4 History students will find the many interesting facts to be of assistance in project work. In particular, *History* and *Wonders of the world* will be relevant to two History mandatory syllabus content topics, *Ancient societies* and *Medieval societies*. P. Myers, C. Patterson

USER LEVEL:	Stage 3 Stage 4	
KLA:	HSIE	
SYLLABUS:	History Stages 4-5	
	Paper $12.95 each	

Titles in this series include:

History	SCIS 1062771
Sport and entertainment	SCIS 1062760
The way we live	SCIS 1062753
Wonders of the world	SCIS 1062765

City spaces: art & design

Craftsman House, 2001
ISBN 1877004081   [307.1]

While this book was not specifically designed to fill a role in supporting the *Visual Arts: Stage 6 syllabus*, its breadth and in depth treatment of the city and its spaces is ideally suited to the conceptual framework. We can read the view of artists, architects, planners, designers, and users of public spaces in Australian cities and suburbs, and Sydney in particular. The book focuses on well known artists, such as Laurence and Turpin, numerous small community groups, and multicultural aspects. From the city as urban plan and building structures, to the city as sculptural mass and evocative garden, we have a series of compelling viewpoints via essays. K. Ashley

USER LEVEL:	Stage 6 Professional	
KLA:	CA	
SYLLABUS:	Design & Technology Stage 6; Visual Arts	
	Stage 6	
	Paper $39.95	SCIS 1064980

ADI, Hakim
Nelson Mandela: father of freedom

White-Thomson, 2001 (Famous lives)
ISBN 0750233206   [322.4]

This second edition publication provides a comprehensive, easy to read account of the key stages in Mandela's life, concluding with life in retirement. The double page format per stage, complete with a range of primary and secondary sources, includes photographs and excerpts from his autobiography, *Long walk to freedom*. All the key aspects of his life are examined including the anti apartheid campaign, prison, and his presidency. Support information, including a timeline, glossary and bibliography allows students to expand on the material provided in the main body of the book. This title can be used to provide an excellent starting point for students' independent research. B. Kervin
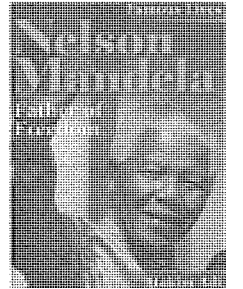
USER LEVEL:	Stage 4	
KLA:	HSIE	
SYLLABUS:	History Stages 4-5	
	Paper $19.95	SCIS 1051834

GRANT, R. G.
Capitalism

Hodder Wayland, 2001 (Ideas of the modern world)
ISBN 0750227508   [330.12]

An interesting book, the concept of capitalism is explored and examined. Also covered are: The rise of industrial capitalism; Capitalism's golden age and times of crisis; and production systems. As the drive for Privatization and globalization and free trade continues, future challenges are discussed. Data boxes review key figures, and highlight significant events. The information is relevant to students studying *Economic and government systems* in Commerce Stages 4-5, and *Market structures* in Stage 6 Economics. The general structure, including easy to read font, graphics, and clear layout, is suited to ease of use by most students. A Date list summarises capitalism's history, and Resources for further reference provides excellent sources of additional information. A. Frost

USER LEVEL:	Stage 5 Stage 6	
KLA:	HSIE	
SYLLABUS:	Commerce Stages 4-5; Economics Stage 6	
	$36.95	SCIS 1041904

McLEISH, Ewan
Rainforests: our impact on the planet

Hodder Wayland, 2001 (21st century debates)
ISBN 0750232455   [333.75]

This comprehensive book about global rainforests documents their current destruction and promotes understanding of why this is occurring. The causes have been thoroughly researched,

examining: poverty; exploitation; poor decision making; population pressure; and consumerism. The author promotes debate by asking questions and by providing clearly marked **Viewpoints**. Final sections of the book give excellent examples of imaginative and more sustainable ways that people are using rainforest in selected locations. The book would be useful for the Geography Stage 4 topic, *Global citizenship*, and also as an up to date introductory reference for several *Geography: Stage 6 syllabus* topics: *Biophysical interactions*; *Global challenges*; *Ecosystems at risk*; and *People and economic activity*. J. Kennelly

USER LEVEL:	Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Geography Stages 4-5; Geography Stage 6
	$36.95	SCIS 1043481

POWELL, Jillian

The European Union

Watts, 2001 (World organizations)
ISBN 0749636947   [341.242]

Up to date, easily read and understood information about the European Union is provided by this colourful resource. It supports the study of *Global business* in sufficient depth to assist students to comprehend such complexities as political influences, and examples of international organisations and treaties, in the *Business Studies: Stage 6 syllabus*. Treatment of complex questions, such as reasons for the development of the Union and its current operations, are simply stated but not superficial. Eye catching, colourful photographs, illustrations and charts, together with bold **Spotlight** and **Problem** fact boxes and a valuable glossary and web site list, make this book a valuable resource. N. McFayden

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Business Studies Stage 6
	$34.95	SCIS 1057701

Mabo: the Native Title revolution [computer software]
Film Australia, 2000
ISBN 0642565252   [346.9404]

An outstanding, comprehensive audio visual introduction to the legal precedent set by the Mabo judgement in the High Court of Australia is on this double **CD-ROM** package. The information, which is clearly set out under the headings: **Mer**; **The man**; **Land Rights**; **Mabo**; **Native Title**; and **Terra Nullius**; is an all round introduction to Land Rights and the false doctrine of Terra Nullius. Complemented with sound, and the movie *Land billong me*, this resource has much to offer all students in their understanding of contemporary Australia. It is relevant to many topics across a number of HSIE syllabuses. It is imperative for users to load the *Mabo install* CD-ROM first and to follow instructions. The tutorial is essential for the user to realise the immense scope of the material. Whilst the Internet is useful for updating certain points of information, it is not required to run this CD-ROM. Linked web sites would need to be verified for curriculum relevance. When using this rich resource it would be important to consult with your local Aboriginal community. C. Dorbis
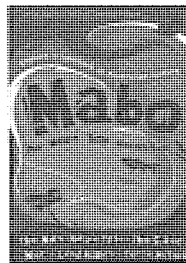
Minimum requirements
Macintosh 7.5: 24MB RAM
Windows: 16MB RAM; 20MB hard disk space

USER LEVEL:	Stage 4 Stage 5 Stage 6 Professional
KLA:	HSIE
SYLLABUS:	Aboriginal Studies 7-10; Aboriginal Studies Stage 6, Geography Stages 4-5; History Stages 4-5; Legal Studies Stage 6; Modern History Stage 6
	$89.95	SCIS 1040695

BEAZER, Margaret

Justice & outcomes: legal studies for units 3 & 4

5th ed. Beazer, 2000
ISBN 1876435046   [347.94]

Written to meet Victorian Board of Studies requirements, this book discusses basic legal notions, through to issues challenging **The need for an effective legal system**. The author provides a detailed examination of justice in society. Each chapter is presented with clear reference to outcomes. A variety of student learning activities is offered. Relevant legislation, cases and legal terminology are clearly identified within the context of each unit. For NSW students, this book is appropriate as a supplementary resource for use in *The legal system* in Stage 6 Preliminary Legal Studies, and the case study emphasis of *The law in focus*. The sample studies and learning activities could also be applied to the focus study, *Crime*, in the HSC course. A. Fisher

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Legal Studies Stage 6
	Paper $57.95	SCIS 995198

The Stolen Generations
/ edited by Justin Healey. Spinney, 2001 (Issues in society 156)
ISBN 187681165X   [362.84]

Past laws, policies and attitudes that lead to the practices of removing Australian Indigenous children by all state governments in Australia, are explored in this collection of articles. The legacy of history is complemented by contemporary interpretations and issues that modern Australians need to understand for Reconciliation to proceed. Prejudices that have led to racist practices throughout recent Australian history are identified for discussion. The articles are divided into three themes: **Bringing them home**; **The removal and reparation debates**; and **Stories of separation**. The material may be used across a number of HSIE syllabuses. It should be noted that some cartoons and graphics were not originally part of the articles they accompany, and should be appropriately labelled to clarify this. C. Dorbis

USER LEVEL:	Stage 4 Stage 5
KLA:	HSIE
SYLLABUS:	Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; History Stages 4-5; Legal Studies Stage 6; Society & Culture Stage 6
	Paper $17.50	SCIS 1057402

BOWDEN, Rob

Waste, recycling and reuse: our impact on the planet

Hodder Wayland, 2001 (21st century debates)
ISBN 0750232463   [363.72]

Global in its coverage, this book's carefully selected photographs and well researched information promote understanding and debate of waste issues. Types of waste, costs, disposal, waste reduction and recovery, action and attitudes to recycling and sustainability are considered. Natural recycling is seen as a system unable to cope with population, resource waste and synthetic materials. Did you know that aluminium lined cartons for some long life products save huge amounts of energy because they can be transported flat when new, whereas glass cannot? Such coverage of issues and facts is helpful for schools examining their own resource use and *School Environmental Management Plan*. This is an excellent resource for Stage 4 Geography classes learning about *Managing global environments* and *Global citizenship*. J. Kennelly

USER LEVEL:	Stage 4
KLA:	HSIE
SYLLABUS:	Geography Stages 4-5
	$36.95	SCIS 1043484

Pollution
/ edited by Justin Healey. Spinney, 2001 (Issues in society 157)
ISBN 1876811668   [363.73]

This information rich collection of Australian articles is provided from government agency reports, newspapers and community groups, addressing air and water pollution. The articles on air pollution give a broad coverage of issues by detailing its extent, providing information on its sources, and listing associated health problems. Suggestions of what individuals can do to minimise their personal impact are given, with emphasis on transport use. Community ideas are also offered. Several articles on both air and water pollution are directly useful to Stage 5 Geography *Issues in Australian environments*. Clear, often detailed articles on water pollution are helpful for Stage 6 Geography students choosing water as an issue in *Biophysical interactions*. Selected articles provide information which could be used by classes addressing curriculum objectives of environmental education and when planning resource management as part of their *School Environmental Management Plan*. J. Kennelly

USER LEVEL:	Stage 5 Stage 6
KLA:	HSIE
SYLLABUS:	Geography Stages 4-5; Geography Stage 6
	Paper $17.50	SCIS 1057969

Also available in this series:
Land conservation (vol 148)   SCIS 1048177

Considering crime & justice: realities & responses
/ edited by R. Sarre & J. Tomaino. Crawford, 2000
ISBN 1863332065   [364.994]

Written by a variety of authors, this book represents a compilation of papers on the workings of the criminal justice system. Authors cover such topics as: **Defining**, **recording and reporting crime**; **policing**; **sentencing**; **Indigenous Australians and the administration of criminal justice**; and legal reforms. Each paper is clearly set out, with the contributors providing detailed analyses for each topic. The various authors offer a wealth of information, and a depth of experience, to their discussions of issues relating to crime and justice. The inclusion of questions, activities, detailed references, and suggested further readings, make this a worthwhile supplementary reference for use in the HSC Legal Studies focus study, *Crime*. A. Fisher

USER LEVEL:	Stage 6
KLA:	HSIE
SYLLABUS:	Legal Studies Stage 6
	Paper $29.95	SCIS 1056696

Science fact files [series]
Hodder Children's, 2001

A clear, user friendly format makes this series an excellent resource for students of the *Science: Stages 4-5 syllabus*, the *Biology: Stage 6 syllabus* and the *Senior Science: Stage 6 syllabus*. Each topic is presented on a double page with extensive use of colourful illustrations and diagrams. Examples are current and well chosen to match students' interests, such as the use of digital technology to finish the movie *Gladiator* after Oliver Reed's death. Coverage of contentious issues presents alternative points of view. Both text and illustrations avoid racial or sexual stereotyping. **History**, **Fact** and **Future** files are presented in boxes throughout and there are references to web sites. These would need to be checked for curriculum relevance. A small number of interesting and challenging activities are presented as **Test files**. B. Sampford

USER LEVEL:	Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Biology Stage 6; Senior Science Stage 6; Science Stages 4-5
	$35.00 each; paper $19.95 each

Titles in this series include:
Communications	SCIS 1062032
Genetics	SCIS 1050637
The human body	SCIS 1052278

OLIVER, Clare

Just the job! [series]
Franklin Watts, 2001

Providing an excellent overview of duties associated with various occupations, this series may prove useful for students who require further assistance with work readiness training. Much information about all aspects of work environments is provided. Readers are escorted through a workplace environment by a young person, who is featured in clear, colourful photographs effectively demonstrating the variety of skills that have to be mastered. **Top tips** reinforce the idea that confidence is gained by training and "on the job" experiences. An honest look at **Pros... ...and cons** includes dealing with difficult customers. The **Glossary** is essential reading. **Find out more** lists British and Australasian web sites of potential employer corporations. The sites would need to be checked for curriculum relevance. E. Kesby

USER LEVEL:	Stage 3 Stage 5 Stage 6
KLA:	HSIE; VOC ED
SYLLABUS:	HSIE K-6; Work & the Community Life Skills Stage 6; Work Education 7-10; CEC Work Studies Stage 6
	$29.95 each

Titles in this series include:
I work in a restaurant	SCIS 1059536
I work in a supermarket	SCIS 1059546

BROOKS, Philip

Transport

Kingfisher, 2001 (Question and answers)
ISBN 0753405466   [388]

Featured are the variety of means people have devised to transport themselves, and the devices they use on land and water, and through air, water and space. Each double page spread focuses on a particular mode of transportation. Drawn, colour illustrations,

coloured boxes of text and bold question form headings add visual interest. Snippets of information regarding the history of seventeen forms of transport, and explanations of the science behind them, make this an excellent resource for developing field knowledge. The **Quick-fire quiz** included in each topic challenges the reader to recall what they have read. The book supports Science and Technology units such as *Out and about* (Stage 2) and *On the move* (Stage 3). N. Chaffey

USER LEVEL:	Stage 2 Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K-6
	Paper $10.95 SCIS 1051798

HATT, Christine

Dress sense [series]

Belitha, 2001 [391.009]

An invaluable reference series for teachers and students of Textiles and Design, these books may also be useful for senior students working on the Major Textile Project. Clearly set out, with bolded keywords, excellent coloured illustrations and detailed explanations of materials and trends, each book begins with an introduction to the era, and a brief explanation of how historians gather information. *Clothes of the early modern world* covers 16th-18th century Italian, German, Spanish, English, French, Dutch, and North American fashions and accessories, plus Ottoman, Persian, Indian, Chinese and American Indian traditional costumes. *Clothes of the modern world* examines French, British and American influences over the last 200 years. V. Smith

USER LEVEL:	Stage 5 Stage 6
KLA:	TAS
SYLLABUS:	Textiles & Design 7-10; Textiles & Design Stage 6
	$33.00 each

Titles in this series include:
Clothes of the early modern world SCIS 1057654
Clothes of the modern world SCIS 1057651

LLEWELLYN, Claire

The complete book of mummies: all about preserved bodies from long ago

Hodder Children's, 2001
ISBN 0750030208 [393]

With its two page per topic layout; clearly and simply written text; **Dig this!** fact boxes; and colour photographs, this book provides an engaging introduction to various types of mummification for junior and senior high school students of history. The topics covered include: Egyptian burial practices; unwrapping of mummies; ice and peat bog bodies; discovery and investigation methods; and contemporary attitudes to mummies. An authoritative further reading list is supplied, as are Internet sites, which need to be verified in terms of curriculum relevance. As a high level interest book, this could be used by Stage 4 History students studying the topics, *Introducing history* and *Ancient societies*; and Stage 6 Ancient History students completing the Preliminary case study, *Preserved bodies*. B. Hull

USER LEVEL:	Stage 4 Stage 6
KLA:	HSIE
SYLLABUS:	Ancient History Stage 6; History Stages 4-5
	Paper $22.95 SCIS 1061556
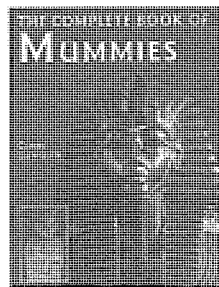
PARKER, Steve & SAUNDERS, Mike

Larger than life

Miles Kelly, 2001
ISBN 1842360205 [502.8]

Stunning labelled illustrations and factual written information combine to create a fascinating and exciting book that presents "gigantic views of the microscopic world". The books uses a range of font sizes. Magnifying a plethora of bacteria, plankton, microbes, pollens, spores, parasitic worms, and other life forms, the author describes them in four main sections: **Water and air**; **Plants**; **Soil**; and **House and human**. In **Micro-files** the microscopic flora and fauna are grouped into biological categories. Information includes **Size range** and **How it feeds**. This book is excellent as recreational reading for students who enjoy non fiction. It also supports the Science and Technology Stage 2 unit, *Mini-worlds* and the Stage 3 unit, *A change for the better*. I. McLean

USER LEVEL:	Stage 2 Stage 3 Stage 4
KLA:	ST
SYLLABUS:	Science & Technology K-6
	$24.95 SCIS 1062984

MAYNARD, Christopher

Science with over 50 fantastic experiments [series]

Dorling Kindersley, 2001 [507.8]

This practical series takes various areas of scientific study out of the laboratory and into the familiar spaces and contexts of our lives. Students can create experiments that will develop understandings of natural and built environments using everyday items. Each experiment has a double page format. The photographic images feature children from a variety of ethnic backgrounds engaged in the experimental procedures. Appropriate methodology, explanations and vocabulary are used, while important safety and ethical icons are explained and modelled throughout. Although a British publication, these books hold a wealth of easy to resource ideas for young science boffins and teachers alike. N. Chaffey
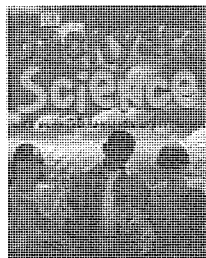
USER LEVEL:	Stage 2 Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K-6
	$19.95 each

Titles in this series are:
Backyard science SCIS 1060260
Kitchen science SCIS 1060254

MITTON, Jacqueline & BALIT, Christina

Kingdom of the sun: a book of the planets

Koala, 2001
ISBN 0864613636 [523.4]

This colourfully illustrated picture book introduces the reader to the world of the planets. The writing style personifies each planet and creates a graphic description in words. The vibrant illustrations enhance the written text. This book

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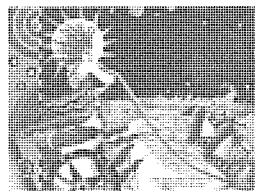
would appeal to students who prefer visual and creative learning styles. The facts section at the end of the book provides the reader with a summary of important information. Terminology is explained in the glossary. It is an excellent literary resource for the Science and Technology Stage 3 unit of work, *Out in space*. J. Hancock

USER LEVEL:	Stage 2 Stage 3
KLA:	ST
SYLLABUS:	Science & Technology K-6
	Paper $14.95 SCIS 1060801

Impact science

Science Foundation for Physics, University of Sydney, 2001
ISBN 1864873795 [530]

The Professor Harry Messel International Science School focuses on scientific endeavours that have significant impact on our way of life. The lectures contained in this book, include chapters on: astronomical instruments; cell biology; human genome; quantum computing; nanotechnology; communications; and polymers. The material is authoritative and current, with an historical perspective. Stage 6 students of Biology, Physics and Senior Science will find this text valuable in addressing the implication of their subject for society, and in looking at current issues and research. Suggested web resources should be checked for relevance to the curriculum. The lack of an index is a drawback. B. Sampford

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6; Physics Stage 6; Senior Science Stage 6
	Paper $39.99 SCIS 1059893

RILEY, Peter

Ways into science [series]

Watts, 2001

Well presented in bold colours, with attractive fonts and inclusive photographs of students, many Science and Technology concepts are explained using familiar objects as examples, such as contemporary toys. Teachers should note that the books feature a narrative style, and should be supplemented by other types of text to support knowledge and understanding. Electricity is a useful resource for introducing the Stage 3 Science and Technology unit, *Switched on*, while *Light and dark* complements two Stage 3 units, *Light up my life* and *Visual ventures*. Ideas for creating scaffolds to assist students when sorting objects and making graphs are included. Students may appreciate the books as recreational reading, or for trying simple experiments at home. I. McLean

USER LEVEL:	Stage 2 Stage 3 Professional
KLA:	ST
SYLLABUS:	Science & Technology K-6
	$29.95 each

Titles in this series include:
Electricity SCIS 1059582
Light and dark SCIS 1059583

IRWIN, Debbie

Chemistry contexts. 1

Longman, 2001 (Longman sciences)
ISBN 0733920705 [540]

Written specifically to support the Preliminary Chemistry course, this book covers several modules: *The chemical earth*; *Metals*; *Water*;

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and *Energy*. Prescribed focus areas and domain outcomes are conveniently mapped in a matrix. The book provides an excellent basis for students to unpack the required knowledge as a prelude to deeper research of these topics. The information is very accessible, with large diagrams aiding understanding. There is extensive use of full colour photographs and illustrations, and regular opportunities to review key concepts and practice questions. **Solutions** to all questions in this book, except for research tasks, are provided on an accompanying CD-ROM. A teacher's CD-ROM, available separately, contains mandatory practical experiences. P. van Rugge

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	Chemistry Stage 6
	$49.50 SCIS 1020437

IRWIN, Debbie

Chemistry contexts. 2

Longman, 2001 (Longman sciences)
ISBN 0733920705 [540]

Students familiar with the first volume of this series should be eager to continue their knowledge consolidation with this book. The well organised writing style, large illustrations, and comprehensive coverage of syllabus outcomes, support students studying or revising the first six HSC modules for Chemistry. Although more imaginative tasks may have made greater use of syllabus glossary terms, students will find this text to be an important resource for encouraging their independent learning. Answers for practice questions at the end of each chapter, plus two additional modules, the option topics *The biochemistry of movement* and *The biochemistry of art*, can be found on **Solutions & modules 7&8**, the accompanying CD-ROM. P. van Rugge

USER LEVEL:	Stage 6 Professional
KLA:	Science
SYLLABUS:	Chemistry Stage 6
	$49.50 SCIS 1020437

BLASHFIELD, Jean F.

Sparks of life [series]

Raintree Steck-Vaughn, 2001 [546]

Dealing with nine of the elements essential for life, this series describes the structure, natural occurrence, extraction and properties of each element and its important compounds. The historical perspective and the well chosen illustrations make this useful background material for students of outcome 5.7 in the *Science: Stages 4-5 syllabus*, in particular information on properties of elements, compounds and mixtures to scientific models, theories and laws. *Sulfur* has interesting material on SO_2 and H_2SO_4 relevant to the *Chemistry: Stage 6 syllabus* while *Phosphorus* and *Potassium* contain excellent material on nerve cell function, ATP and eutrophication for students of the *Biology: Stage 6 syllabus*. Each book is well set out with extensive use of subheadings, making the books accessible to all students. B. Sampford

USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	Science
SYLLABUS:	Biology Stage 6; Chemistry Stage 6; Science Stages 4-5
	$36.30 each

Titles in this series include:
Phosphorus SCIS 1060135
Potassium SCIS 1060136
Sulfur SCIS 1060132

Questions and answers [series]
Kingfisher, 2001

In this series, each book contains eighteen categories such as: **World of birds**; **Bills and beaks**; **Surviving extremes**; and **Threats to birds** (in *Birds*); and **Crust to core**; **Earthquakes**; **Volcanoes**; and **Human landscape** (in *Planet Earth*). Collections of questions and answers, are supported by colourful illustrations, fact boxes and captions. **Quick-fire quiz** sidebars accompany each double page spread, encouraging students to test their knowledge with multiple choice questions. *Birds* would provide excellent reference material and models for students' factual writing, while *Planet Earth* supports the Stage 3 Science and Technology units, *An ancient land* and *Out in space*. I. McLean

USER LEVEL:	Stage 2 Stage 3
KLA:	English; ST
SYLLABUS:	English K-6; Science & Technology K-6
	Paper $10.95 each

Titles in this series include:
Birds   SCIS 1051802
Planet Earth   SCIS 1051828

GREENWAY, Theresa
The water cycle
Hodder Wayland, 2001 (Cycles in nature)
ISBN 0750234717   [551.48]

This is an up to date information book detailing the many aspects of water. Far more than a description of the water cycle and changes of state, it relates water to students' everyday experiences. It asks them to calculate the portion of body weight which is water, and draws attention to the natural occurrences of water as solid, liquid and gas. Also raised are social issues surrounding water, including water sharing, treatment of domestic supplies, pollution and the potential impact of global warming on water distribution. The resource supports the Stage 2 Science and Technology unit *Cycles in our world*, several HSIE outcomes, and objectives of the *Environmental Education Policy*. The well chosen, high quality photographs taken from various locations around the world give the issue of water a global perspective. J. Kennelly
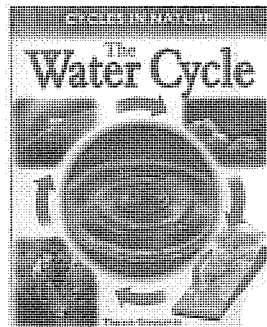
USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
	$16.95 SCIS 1011936

Genetics
/ edited by Justin Healey. Spinney, 2001 (Issues in society 149)
ISBN 1876811587   [576.5]

Presenting invaluable source material for teachers and students addressing the outcomes 5.3, 5.4, 5.9 and 5.12f of the *Science: Stages 4-5 syllabus*, this book concentrates on the social and ethical issues of using biotechnology. The contents are particularly useful for option 9.6 *Biotechnology* in the *Biology: Stage 6 syllabus*. A series of recently published articles from the Australian media on gene technology, is included. Topics covered include cloning and genet-

ically modified food. There is an excellent section on bioethics. Examples can be used for analysing the way science is portrayed in the media. The articles present diverse opinions, providing stimulus material for discussion and debate on this subject. Some cartoons are not part of the original articles, and should be appropriately labelled to clarify this. B. Sampford

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6; Science Stages 4-5
	Paper $17.50 SCIS 1048180

BOWRING, Jane & ROSSELL, Judith
Aussiemaze
Koala, 2001
ISBN 0864613393   [590.994]

This unique resource focuses on ten Australian environments and ten related Australian creatures. Students can read the descriptive information, and answer questions by solving each pictorial maze stretching across double page spreads. Examples include: **Freshwater crocodile at Kakadu**; **Platypus in the Eden-Monaro region**; and **Thorny devil at Uluru**. Students are able to investigate reasons why certain paths are chosen in Maze **solutions and more animals**. Many more flora, fauna and landforms can be identified using the descriptive, numbered keys. This resource is excellent for small group work and for encouraging discussion. Information on animal behaviours, habitats and predators supports the Stage 2 Science and Technology unit, *Our Australia*. I. McLean
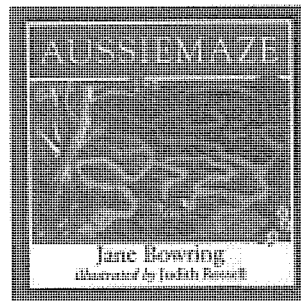
USER LEVEL:	Stage 2 Stage 3
KLA:	HSIE; ST
SYLLABUS:	HSIE K-6; Science & Technology K-6
	Paper $12.95 SCIS 1049533

DALE, Kim
Eyes in the dark
Lothian, 2001
ISBN 073440199X   [591.5]

The poetry in this book, printed in large white font on glossy black pages, describes a variety of Australia's nocturnal birds and animals. Opposite each poem is the only other clue: a large pair of eyes, or in some cases a single eye. By lifting up the full page flaps, the sixteen mysterious creatures are revealed The koala, spotted cuscus, numbat, bilby, and rufous owl are included. **Fauna facts** in the last few pages contain Latin names, brief descriptions of the wildlife and small icon maps to indicate habitat locations. The book offers excellent stimulus for factual writing and studying Australian fauna in the Stage 2 Science and Technology unit, *Our Australia*. I. McLean

USER LEVEL:	Stage 1 Stage 2 Stage 3
KLA:	English; ST
SYLLABUS:	English K-6; Science & Technology K-6
	$27.95 SCIS 1067520
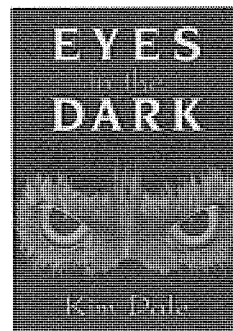
MORGAN, Sally
Life cycles [series]
Belitha, 2001   [595.7]

Lifecycles of key groups of living things are the focus of this series. Each book features a familiar organism, following its development from conception through to breeding age. Accompanying each stage of development are interesting and fascinating characteristics and facts. Clear headings and coloured photographs support and add information to the text. Life spans, mating behaviour, diet, self defence, amazing facts, relevant definitions and key terms are included. The significance of page format is explained in a key on the **Contents page** of each volume. Although a European publication, information and understandings are general and appropriate. The books support the Stage 2 Science and Technology unit, *Cycles in our world*. N. Chaffey

USER LEVEL:	Stage 1 Stage 2
KLA:	English; ST
SYLLABUS:	English K-6; Science & Technology K-6
	$33.00 each

Titles in this series include:
Butterflies and other insects   SCIS 1060285
Ducks and other birds   SCIS 1060282

DAVIES, Nicola & CHAPMAN, Jane
One tiny turtle
Walker, 2001
ISBN 0744562589   [597.92]

An information book in picture book form, this tells the lifecycle of a loggerhead turtle and encourages reflection on environmental issues. Empathy for the turtle is skilfully nurtured and enhanced through evocative illustrations. The narrative is both poetic and informative. Through the images the reader enters the world of this turtle. Additional blocks of information in a wavy font reflects the movement of the sea. Natural hazards faced by these lone creatures in their global environment, and the impact of the human presence on their survival, are subtly illustrated within the context of a single life. This resource supports the Stage 2 Science and Technology unit *Cycles in our world*. N. Chaffey

USER LEVEL:	Early Stage 1 Stage 1 Stage 2 Stage 3
KLA:	English; HSIE; ST
SYLLABUS:	English K-6; HSIE K-6; Science & Technology K-6
	$27.95 SCIS 1062988

WALKER, Richard
DK guide to the human body
Dorling Kindersley, 2001
ISBN 0751330736   [612]

Computer enhanced, three dimensional photographs of the major organs and systems in the human body are the main feature of this book. Outstanding illustrations are enhanced by explanations, relating to the function of body parts and the disorders that may affect them. This reference is recommended for the *Science: Stages 4-5 syllabus*, and specifically *Biology: Stage 6 syllabus* due to its focus on function. It would also be relevant for topics relating to anatomy in Stage 5 PDHPE elective classes and in the *PDHPE: Stage 6 syllabus*. K. Steward
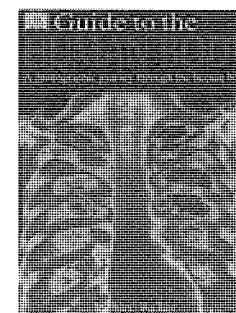
USER LEVEL:	Stage 4 Stage 5 Stage 6
KLA:	PDHPE; Science
SYLLABUS:	Biology Stage 6; PDHPE 7-10; PDHPE Stage 6; Science Stages 4-5; CEC Sport, Lifestyle & Recreation Stage 6
	$35.00 SCIS 1053468

High-performance sports conditioning
/ edited by Bill Foran. Human Kinetics, 2001
ISBN 0736001638   [613.7]

A highly recommended reference manual relating to sports conditioning, this resource focuses strongly on functional training, the principle of specificity or sport specific training, to enhance performance. Fitness components are examined individually, with an extensive range of conditioning activities and sample programs, to illustrate effective training methods. There is a detailed section providing sport specific training models for a range of sports, written by a team of professional coaches and academics. Many of these activities would be an excellent addition to Stage 6 PDHPE lessons, relating to principles of training, along with providing variety for students' training programs. K. Steward

USER LEVEL:	Stage 6 Professional
KLA:	PDHPE
SYLLABUS:	PDHPE Stage 6; CEC Sport, Lifestyle & Recreation Stage 6
	Paper $43.95 SCIS 1066962

SANDERS, Pete & MYERS, Steve
What do you know about [series]
Franklin Watts, 2000

This UK series covers a wide range of social issues in a format suitable for students in Stage 3 and Stage 4. Information is presented in a variety of ways, including comic strips, photographs, small passages and fact files. The series would be useful in the context of a PDHPE unit of work because issues are explored from the point of view of the individual, and from a wider social perspective. Providing strategies for young people to help friends in need is a very positive component of the series. The help line section is limited as far as Australian contacts are concerned. K. Steward

USER LEVEL:	Stage 3 Stage 4
KLA:	PDHPE
SYLLABUS:	PDHPE K-6; PDHPE 7-10
	Paper $18.95 each

Titles in this series include:
Anorexia, bulimia and other eating disorders   SCIS 1035504
Dyslexia   SCIS 1035501

LAWRENSON, Diana
Guide dogs: from puppies to partners
Allen & Unwin, 2001
ISBN 1865082473   [636.73]

Comprehensive information about guide dogs is presented in this title. Eleven different topics include: **Breeding**; **Training**; and **Beginning together**, describing how the guide dog and vision

impaired person learn to work together. An informative chapter called **When you see a guide dog** provides a thoughtful discussion topic for students. Many colour photographs support the text and subheadings make the information accessible. Although detailed, the language is not complex. Quotes from people working or living with guide dogs are included, and there are inspiring stories of four vision impaired people's experiences with their guide dogs. K. Wheeler

USER LEVEL:	Stage 3	
	$24.95	SCIS 1035091

FRENCH, Jackie

The fascinating history of your lunch

Angus&Robertson, 2001
ISBN 02071797504   [641.3]

An entertaining book about food origins, French's relaxed conversational style of writing is most appealing. This illustrated book is an accessible reference for assignment tasks. An ideal stimulus for introducing *Historical development of foods* and *Australian foods* in Food Technology, it covers the development of sandwiches, other familiar lunchbox items, soft drinks, and chocolate. **A short history of Australia in our tucker** describes influences of bush foods, migration, wars, and the Gold Rush and Depression eras. **A timetable of the world and its food** covers 2 million B.C. to the present. Some recipes and **Projects for you to try** are appropriate for practical applications in schools, particularly in the Stage 3 Science and Technology unit, *Food for the tucker box.* C. Barlow

USER LEVEL:	Stage 3 Stage 4 Stage 5	
KLA:	ST; TAS	
SYLLABUS:	Design & Technology 7-10 ; Food Technology 7-10; Science & Technology K-6	
	Paper $13.95	SCIS 1054720

McCULLOCH, Julie

A world of recipes [series]

Heinemann Library, 2001

The recipes in these thematic cookery books have clear instructions and feature excellent photography. Most would be appropriate for use with Stage 4 students in practical classes, with little or no adaptation. Specific preparation times vary between 25 to 45 minutes and the serving sizes are for two or four persons. The first section of each book is dedicated to a brief introduction to the country concerned and the important ingredients used in its cuisine. This material would be an excellent resource for students' research work. **Further information** includes books and a conversion chart. **Healthy eating** relates the country's traditional menus to a food pyramid diagram. References to web sites would need to be checked for curriculum relevance. C. Barlow

USER LEVEL:	Stage 4 Stage 5	
KLA:	TAS	
SYLLABUS:	Food Technology 7-10	
	$33.00 each	

Titles in this series include:
India	SCIS 1049957
Japan	SCIS 1049945

McVEAGH, Patricia & REED, Eve

Kids food health. 3: nutrition and your child's development: from school-age to teenage

Finch, 2001
ISBN 1876451165   [649]

Students and teachers of Food Technology and parents will find this a useful resource when considering the nutritional needs of children. The book is particularly useful to students studying nutrition in Food Technology lessons. Clearly set out, it offers much of its information in clear and accessible tables, diagrams and flowcharts. A commonsense approach is used regarding the development of children's food habits; the need for sound lifelong patterns of consumption is emphasised. Some topics covered include: growth rates; food advertising; vegetarian diets; overweight students and eating disorders; additives; and food for sport. Each chapter also features boxed summaries (**Remember...!**). This is a concise, easily read reference. V. Smith

USER LEVEL:	Stages 4 Stage 5 Community Professional	
KLA:	TAS	
SYLLABUS:	Food Technology 7-10	
	Paper $21.95	SCIS 1059178

Art deco in Australia: sunrise over the Pacific

Craftsman House, 2001
ISBN 1877004065   [709.04]

For those interested in this short but vitally influential movement, this book is a must read. It covers the variety of approaches to the style of art, craft, and related fashion, that we know as Art Deco. It explains why the movement lived on, influencing forms in Australia in many ways until at least the 1960s, where it could be seen in some aspects of jewellery and domestic ware. This book ranges across states and art forms, highlighting the particularly Australian aspects of the Art Deco form, while still acknowledging allegiance to French origins. Beautiful illustrations complement the comprehensive text. Senior students of design would find this text an inspiration. K. Ashley

USER LEVEL:	Stage 6 Professional	
KLA:	CA; TAS	
SYLLABUS:	Design & Technology Stage 6; Visual Arts Stage 6	
	$100.00	SCIS 1065012

Aboriginal art collections: highlights from Australia's public museums and galleries

/ edited by Susan Cochrane. Craftsman House, 2001
ISBN 1877004057   [709.94]

A significant change to Australian museums and galleries has been the development of their relationship with Indigenous peoples, one that is explored in this compilation of essays written by curators with an intimate knowledge of their Aboriginal collections. In the introduction, Cochrane highlights the point that Australia has no museum solely dedicated to ethnography. Thus this book serves a special purpose. The changing nature of the collections also reveals shifts in prevailing scientific and social attitudes towards Aboriginal people. Useful for students studying how Aboriginal art is perceived by various audiences in the *Visual Arts: Stage 6 syllabus*, it also supports Stage 6 Aboriginal Studies students specialising in Aboriginal art for their major project. L. Pratt

USER LEVEL:	Stage 6	
KLA:	CA; HSIE	
SYLLABUS:	Aboriginal Studies Stage 6; Visual Arts Stage 6	
	Paper $55.00	SCIS 1065043

The beginner's guide to drawing cartoons: a step-by-step guide to drawing fantastic cartoons

/ text by Amanda O'Neill. Parragon, 2001
ISBN 1842733990   [741.5]

A well designed book that introduces readers and potential artists to the rudiments of drawing and cartooning, this publication leads the beginner through each stage of the cartoon development process. There are a number of easy approaches to the creation of movement in a **Caricature** or cartoon character, that could soon be mastered by students in Years 5-10. High interest themes include how to draw: **Animals**; **Monsters**; **Sport**; robotic and other **Space** creatures; and fantasy figures. Cartoonists featured are: Paul B. Davies; Kevin Faerber; Terry Longhurst; and David Pattison. The book doesn't break new ground, but its clarity and bold outline approach are definitely appealing. K. Ashley

USER LEVEL:	Stage 3 Stage 4 Stage 5 Stage 6	
KLA:	CA	
SYLLABUS:	Creative Arts K-6; Visual Arts 7-10; Visual Arts Stage 6	
	Paper $16.95	SCIS 1060939

BOVELL, Andrew

Lantana: original screenplay

Currency, 2001 (Currency screenplays)
ISBN 0868196592   [791.43]

This Australian motion picture screenplay, based on the play *Speaking in tongues*, is an ideal tool for which to teach the genre of film to a senior class. A well written work, it is also indicative of how screenplays can be changed during the production process. Whilst the screenplay might prove a challenge to read purely as written text, it is possible to imagine the action, as perceived by the camera lens, and how one setting may be comprised of several scenes. Teachers need to assess the suitability of the subject matter for their class. Examined in conjunction with a viewing of the film, it may be an ideal resource to support the teaching of the *English: Stage 6 syllabus.* S. Hughes

USER LEVEL:	Stage 6	
KLA:	English	
SYLLABUS:	English Stage 6: *Standard*	
	Paper $21.95	SCIS 1063665

ANDERSON, Kristen & ROSS, Imogen

Performance design in Australia

Craftsman House, 2001
ISBN 1877004049   [792.025]

An informative book that can be directly related to the Individual Project component of the *Drama: Stage 6 syllabus*, it is wholly concerned with the Australian perspective on performance design. Chapters concentrate on: a brief history; **The nature of collaboration** between designers, actors and the performance space; and the processes of designing contemporary costumes and sets, particularly covering 1980-1995. Specific productions are cited, providing insights as to how they were realised on stage. Many colour and black and white photographs of Australian theatre productions and designers' sketches complement the written text. While the information is extremely detailed, and may need refinement for a classroom environment, this is an accessible resource for students and teachers. S. Hughes

USER LEVEL:	Stage 6 Professional	
KLA:	CA	
SYLLABUS:	Drama Stage 6	
	$100.00	SCIS 1065179

WINER, Yvonne & OLIVER, Tony

Birds build nests

Margaret Hamilton, 2001
ISBN 187628935X   [A821]

Written in verse this brightly illustrated book is an excellent resource for Stage 1 students studying Science and Technology units: *What's alive?*; *Kids care*; and *A place in time.* Each double page includes a verse and an illustration that explores the habitat of a variety of different birds from around the world. It explains in simple, descriptive language where, how and why birds build nests. The information section at the back of the book gives teachers and parents essential, detailed information about each bird and its nesting habits. Included is an Internet resource list, which would need to be checked for curriculum relevance. J. Hancock

USER LEVEL:	Early Stage 1 Stage 1	
KLA:	ST	
SYLLABUS:	Science & Technology K-6	
	$24.95	SCIS 1066254

BROOKS, Philip

Civilizations, exploration & conquest

Anness, 2001 (Illustrated history encyclopedia/Southwater)
ISBN 184215527X   [909]

From the beginnings of settlements, to space exploration, this book offers a succinct overview, in written and pictorial forms, of the growth of empires, weaponry and discovery. Each entry has a two page format, and short explanatory text with pictures that have detailed captions. Timelines, key dates and maps feature, as possible stimuli for those students needing encouragement to read. Encompassing broad geographic and historic frames, this encyclopedia could be a useful adjunct and reference for students completing the Stage 4 History topic, *Ancient societies* or the optional study, *The shaping of the modern world.* It also supports the Stage 6 Ancient History topic, *Bronze Age society – Minoan society.* B. Hull

USER LEVEL:	Stage 4 Stage 6	
KLA:	HSIE	
SYLLABUS:	Ancient History Stage 6; History Stages 4-5	
	Paper $26.95	SCIS 1053654

Also available in this series:
Great civilizations of the East	SCIS 1053697

DOHERTY, Gillian & CLAYBOURNE, Anna

The Usborne book of peoples of the world

Usborne, 2001 (Internet linked)
ISBN 074604182 9   [909]

A continental journey through the lives of people worldwide, each double page explores a country or region and provides an introduction to the cultures, homes, beliefs, employment, and traditions of the local people. The text is accompanied with maps, stunning photographs and illustrations. Internet sites are suggested and the links allow further research into the country if desired. The curriculum relevance of such web sites would need to be investigated. A contents page and index facilitates research. The style, format and language is suitable for middle years students. It would

be a useful resource for students researching countries, particularly in *Geography: Stages 4-5 syllabus* and the Stage 3 *Cultures* strand of HSIE K-6. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography Stages 4-5; HSIE K-6
$32.95 SCIS 1055329

NOON, Steve

Story of the Titanic

/ written by Eric Kentley. Dorling Kindersley, 2001
ISBN 0751328022 [910.91]

The *Titanic*, its construction, fateful voyage, passengers and crew, and eventual rediscovery, are well presented in this lavishly illustrated book. Using labelled cross sections, most information is presented pictorially across double pages. Fates of selected passengers are traced through the voyage and aftermath. Extra facts decorate many of the page borders. This resource has appeal for those students who need additional support in reading, or have an interest in ships. It complements a study of visual texts to enhance storytelling, eg. *James Cameron's Titanic* (see Higgins, Scan vol 21 no 1) and supports the Stage 3 Science and Technology unit, *Visual ventures*. Stage 4 History students studying *The shaping of the modern world* option might also find it a useful adjunct. B. Hull

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE; ST
SYLLABUS: English K-6; English 7-10; History Stages 4-5;
Science & Technology K-6
$35.00 SCIS 1066242

McCONCHIE, Peter

Australia: beyond any price

Pan Macmillan, 2001
ISBN 0732911028 [919.40022]

The title of this book is significant in that its purpose is to convey the priceless nature of Australia's natural treasures. The stunning photography focuses on many sites in Australia which are threatened by commercial activity of various kinds, including logging, urbanisation and uranium mining. The photographs do not detail the damage being done but rather what we stand to lose if we don't act to preserve remaining wilderness. For each site there is a readable description of its wilderness values and a brief history of the human activities which have threatened the place in the past and continue to do so in the present. It is useful as an information source for the Stage 5 focus areas in the mandatory Australian *Geography: Stages 4-5 syllabus* topics, *Changing Australian environments* and *Issues in Australian environments*. Students studying *Ecosysytems at risk* in Geography Stage 6 will also find it valuable. J. Kennelly

USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Geography Stages 4-5; Geography Stage 6
$30.00 SCIS 1063817

DAUD, Ali

Everyday life in the ancient world

Anness, 2001 (Illustrated history encyclopedia/Southwater)
ISBN 1842154338 [930.03]

A comprehensive overview of the history of daily life, from diverse geographic areas, is contained in this book. With a double page format for each topic, the clear layout has minimal written text, accompanying colour photographs and diagrams. The pictures are mainly of primary sources, eg. tools, ceramics and paintings, and could be used in archaeological studies of ancient societies of the Middle East, Europe and America. There are also projects to attempt, such as fans, jewellery and mosaics. This book could be a ready reference for students of Stage 4 History topics, *Ancient societies* and *Indigenous peoples, Colonisation and contact history*, and Stage 6 Ancient History. B. Hull

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5
Paper $29.95 SCIS 1063296

MACDONALD, Fiona

Cleopatra: the queen of kings

Dorling Kindersley, 2001
ISBN 0751313912 [932]

This superbly illustrated book provides a comprehensive account of the life and times of Cleopatra. It includes excellent diagrams and provides constant reference to both archaeological and written primary source material. A strength of this book is the handling of the social background of the times of Cleopatra including a detailed study of Rome's influence. The attractive presentation of this book would make it easily accessible to students studying Stage 4-5 Elective History or Stage 6 Ancient History. At Stage 6, a student would have to supplement the information with more detailed sources. P. Myers

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5
$25.00 SCIS 1057645

CRUSZ, Noel

The Cocos Islands mutiny

Fremantle Arts Centre Press, 2001
ISBN 1863683100 [940.54]

A history of the mutiny of some Ceylonese troops on the Australian Cocos Islands in 1942, this valuable account gives insight into this crucial period of World War II and the previously little known events that led to the execution of three soldiers. Written after extensive primary research, it traces the differing perspective of the war held by some Empire forces. Although concerning events that occurred in the Indian Ocean this book may extend student insight into factors affecting the Pacific War. Suitable to Stage 6 Modern History *International studies in peace and conflict* option A, *Conflict in the Pacific 1937-51*, or to students preparing a specific project for the Extension course. P. Myers

USER LEVEL: Stage 6

KLA: HSIE
SYLLABUS: History Extension Stage 6; Modern History
Stage 6
Paper $24.95 SCIS 1030823

LEVY, Pat & SHEEHAN, Sean

The Holocaust [series]

Hodder Wayland, 2001 [940.53]

A series of four short, well illustrated and very detailed resources, the language in these books might prove difficult for readers who require additional assistance. The content might need teacher direction and explanation. Positive features of the series are its continuous references to primary accounts and the personal experiences of people such as Anne Frank and Otto Schindler. There is mention of Australia's involvement in the post war period and it places the Holocaust into the context of continuing racism in the modern world. The series is a valuable reference for: the Stage 6 Modern History topic, *Germany 1918-1945*; the Stages 4-5 History elective, *The modern world*; and the areas of study, *Racism* and *Genocide*. P. Myers

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History Stages 4-5; Modern History Stage 6
$36.95 each

Titles in this series include:
After the holocaust SCIS 1041139
Causes SCIS 1038439
The death camps SCIS 1038438
Survival and resistance SCIS 1043151

Nations of the world [series]

Raintree Steck-Vaughn, 2001

Following an **Introduction** emphasising the title nation's individual position in the wider world community, books in this series contain information on **Land and cities**; **Past and present**; **The economy**; plus social and lifestyle features, such as **Arts and living** and **The future**. Presentation is colourful with plenty of illustrations, photographs, charts and maps. Highlighted **Fact files** and other boxed articles encourage student interest. The level of language is challenging but consistent and supported by a useful glossary. Teachers will find these books of most use in the *Global geography* sections of the syllabus, especially for research activity in the physical and human environments sections of the course. N. McFayden

USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: Geography Stages 4-5
$33.00 each

Titles in this series are:
Argentina SCIS 1038760
Australia SCIS 1038754
Japan SCIS 1038555
Russia SCIS 1038756
South Africa SCIS 1038759
Sweden SCIS 1038757

GREEN, Jen

China

Hodder Children's, 2001 (Wealth of nations)
ISBN 0750235357 [951.05]

An updated and simplified version of a previous edition in the series, *Economically developing countries*, this book gives a comprehensive overview of the geography and culture of modern China. The information presented includes China's people, cities, transport, political history, borderlands and the future of China. Clear coloured photographs accompany the large print, and the language is short and succinct. The lives of some Chinese families are documented in double page snapshots, adding personal realism to the facts presented. The inclusion of maps and fast fact charts are valuable text features, as are the lists of additional resources. The suggested Internet sites would need to be checked for curriculum relevance. This book may support the achievement of outcome CUS3.3 in the *Cultures* strand of HSIE. E. Derouet

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
$35.00 SCIS 1064024

PAPUNYA SCHOOL

Papunya School book of country and history

/ produced by staff & students at Papunya School; text by Nadia Wheatley; book design by Ken Searle. Allen & Unwin, 2001
ISBN 118650852GX [994.2]

This story offers a viewpoint about Australia, not often told. It is an account of specific events that have impacted upon the Anangu people, from five different language groups, who came to live together at Papunya. From first contact, through to the arrival of missionaries, to Land Rights, this story has many facets and layers that will unravel as the true story is told. Other topics include: Stolen Generations; health; resistance; massacres; and the Assimilation Policy. It is about two way learning: the Anangu way and the Western way. Aboriginal language (Anungu) is used throughout the text and explained in the glossary. A useful and precise timeline is captured on each double page with the inclusion of an overall timeline that extends into three pages. A powerful, varied collection of children's illustrations and historical photographs have been used to highlight the reality of events that took place. Individual recollections by community members have been used to combine real life experiences with facts about specific events. This is an inspirational attempt to tell it as it was, with passion and dignity. D. Anderson

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; HSIE K-6
$29.95 SCIS 1058501
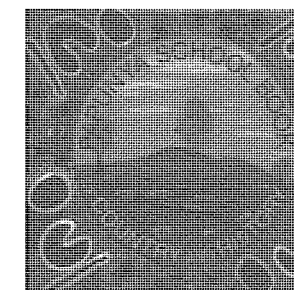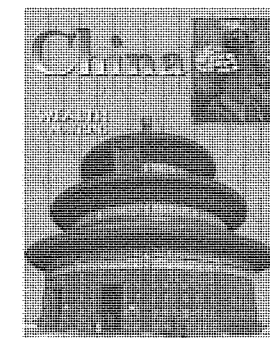
Professional reading

Resources are in Dewey order.

Who reviews?

*Reviewers for **Scan** and the DET web site are selected from teachers and teacher-librarians across the state.*

Improving school effectiveness

/ edited by John MacBeath & Peter Mortimore. Open University Press, 2001
ISBN 0335206875   [371.2]

Reporting on the Improving School Effectiveness project conducted in Scotland between 1995 and 1997, this book discusses themes addressed in the study which are of worldwide concern. Issues such as the historical and cultural ethos that impinge on a school's effectiveness are paralleled with the critical interplay teachers, students and parents exert on attainment and attitudes within individual schools. Key contributing factors identified are school development planning and teaching and learning. This in depth report provides fascinating, informative, qualitative comment and data. References to numerous other studies could be useful to schools aspiring for improved effectiveness, particularly when assessing individual need or capacity for change. Good debate is generated for all key learning areas in both primary and secondary curriculums. E. Maxwell

| USER LEVEL: | Community Professional |
| | Paper $55.00   SCIS 1054677 |

KEARNEY, Paul

Enterprising ways to teach & learn. Book 1, enterprise principles

Enterprise Design, 1999
ISBN 0958566305   [371.39]

Ideas and strategies for teaching enterprise learning are orientated towards engaging students in innovative and challenging problem solving in the books in this series. The activities illustrate a range of ways that students can develop capabilities in decision making, cooperative learning and reflective thinking. Design principles for developing real life activities, briefs and projects are outlined, contextualising the theory for involving students in self assessment, reporting, and evaluation of their achievements. The materials emphasise the curriculum links to outcomes based learning and incorporate the key competencies. **Staff development strategies** contains a range of workshop activities for teachers creating their own enterprise learning tasks. The ideas are supported by a range of learning tools that could be transformed into varied learning contexts. F. Plummer

USER LEVEL:	Professional
	Paper $82.50 (*Book 1* only); set of four titles
	$302.50 SCIS 978959
	www.enterprisingeducation.com

Other titles in the series are:
Enterprising ways to teach & learn.
Book 2, enterprise activities   SCIS 978962
Enterprising ways to teach & learn.
Book 3, enterprise briefs   SCIS 978963
Enterprising ways to teach & learn.
Book 4, enterprise programs   SCIS 978964

Reviewers for this issue were:

Dyonne Anderson, HSIE Consultant
Ann Arnott, Ryde Primary
Kristin Ashley, VA, Newcastle High
Colleen Barlow, TAS, Erina High
Bill Bowie, English, Dulwich High
Sue Bremner, SCA, English K-6
Carolyn Burden, Blairmount Primary
Nell Chaffey, Tamworth Primary
Alexandra Cutcher, Visual Arts teacher
Elizabeth Derouet, Lightning Ridge Central
Chris Dorbis, Project Officer, International Civics & Citizenship
Diana Doust, STLD, Lismore High
Jan Eade, Turramurra North Primary
Andrew Fisher, HSIE, Bowral High
Amanda Frost, Grantham High
Heather Gardiner, Literacy Consultant
Jan Hancock, ET, Penshurst West Primary
Sabine Hauth, Languages, Thomas Reddall High
Karen Heap, Science/TAS, Muirfield Technology High
Simon Hughes, English/Drama, Goulburn High
Bronwyn Hull, Goulburn High
Elissa Kesby, Careers, Pennant Hills High
Judith Kempthorne, Cranebrook High
Julie Kennelly, Thalgarrah Field Studies Centre
Bede Kervin, Bowral High
Suzanne Leslie, Lindfield Primary
Craig Maher, HT PDHPE, Lake Munmorah High
Elizabeth Maxwell, Cherrybrook Technology High
Rosemary McDowall, Senior Project Officer, E-Learning
Noel McFayden, Business Studies teacher
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Janelle Redfern, TAS, Karabar High
Beverley Richardson, teacher/librarian, literature specialist
Karen Roberts, Languages, Colyton High
Elisabeth Robertson, SEO1, Languages
Lorraine Rowles, SEO1, Early Learning Unit
Beverley Sampford, TAS, Henry Kendall High
Lianne Singleton, SCA, Civics and Citizenship
Cathy Sly, English/Drama, Barrenjoey High
Vicki Smith, HT Home Economics, Erina High
Wendy Smith, Tamworth Primary
Alison Soutter, Project Officer, Anti-violence
Kathy Steward, PDHPE, Glenmore Park High
Peter Thompson, HT TAS, Bossley Park High
Ruth Thompson, TAS, Bossley Park High
Paul van Rugge, Science Consultant
Leanne Wilson, Mathematics Consultant
Kerry Wheeler, ESL, Crestwood Primary

indexes

Title